HIGHER EDUCATION IN INDIA

ISSUES AND PERSPECTIVES

ATMA RAM

Foreword by
Satya Bhushan

Preface by
V Natarajan

The book contains very pragmatic and thought provoking essays on various aspects of high education in India. All along education is seen as a process, an on-going process directed towards a "pursuit of personal excellence for public good". The volume incorporates considered opinions and suggestions in relation to several policy perspectives included in the National Policy on Education and its subsequent programme of action.

The volume presents a varied phenomenon of higher education in the country. It critically examines several prominent topics: concept of autonomous colleges, academic staff colleges, distance education, teacher evaluation, education of minorities, National testing system, delinking of degrees, youth welfare programmes, and so on. Viewpoint, expressed here are academically worthy of consideration and serious discussion.

Written in a simple and forceful style, the book follows all along a pragmatic approach. It seeks to offer a total realistic perspective of varied issues relating to high education, to lead to a clearer understanding of the problems involved and exploration of feasible, implementable remedial measures.

HIGHER EDUCATION IN INDIA

(Issues and Perspectives)

ATMA RAM

Foreword
Satya Bhushan

Preface
V. Natarajan

MITTAL PUBLICATIONS
NEW DELHI - 110 059 (INDIA)

First Edition, 1990

For My Son
SUJAY SHARMA

Contents

Foreword

Dr. Atma Ram, Joint Director, Higher Education, Government of Himachal Pradesh is publishing some of his papers pertaining to various critical areas of education. These include education of the minorities, acredition system, autonomous colleges, delinking of degrees from jobs, prioritization of education programmes (higher education and elementary education) etc. All these topics are of current interest and as such perspective and views can vary. In the process of restructuring of educational system, however, a continuous debate of various dimensions is essential for healthy growth of the system. Statistical support reflected in some of the papers can be of help in understanding quantitative dimension of the issues involved.

Higher education in today's context has assumed place of strategic importance. Scientific and technological developments of unprecedented nature in the recent past and reduction of gap between research findings, conversion into technology and utilisation of the same in the productive processes has resulted in increasing the role of knowledge in the developmental process. Seats of higher learning are concerned with generation, preservation and dissemination of knowledge and as such increasing pressures on this sector to improve the quality, relevance and efficiency of the system despite resource constraints. In a democratic society like ours participation of hitherto unreached sections of population in educational process has become another critical issue. In the aspect. These varied goals and objectives and constraints to achieve them reflect realistic scenario of Higher education in prevailing context.

Solutions are necessary but at the same time not easy. Education is no more an area of concern for educationist alone. With all embracing implications of education related to the nation, it is an area of common concern and encompassing micro, meso, macro levels. Series of steps and conscious efforts at various levels are indicated to overcome the constraints--financial, social, cultural, organisations - to move ahead. A wider discussion of varied issues is leading to clearer understanding of the problems involved and exploration of feasible implementable, remedial measures are tasks given to this generation. I hope this publication to some extent will play that role.

SATYA BHUSHAN
Director

National Institute of Educational Planning and Administration,
New Delhi

Preface

It is a matter of pleasure for me to write a few words by way of Preface to this Volume Higher Education in India -- Issues and Perspectives. This Volume contains considered opinion and suggestions in relation to many policy perspectives included in the National Policy of Education and its subsequent programme of action. Viewpoints expressed are academically worthy of consideration and deep discussion. Concepts of autonomous colleges and that of Academic Staff Colleges deserve special mention since this is the first time the policy of academic freedom is given shape in the form of declaring a few colleges autonomous, providing for academic freedom to a large extent and financial and administrative freedom to a lesser extent. Till today it is understood that there are 87 colleges declared autonomous and they are at different stages of development and implementation of the concept of autonomy. Similarly Academic Staff Colleges as many as 60 of them have been started with a view to organising systematic professional training for new entrant teachers to various colleges and universities. Even though, a systematic need based programme of orientation has not yet been evolved, it is hoped that in the near furture, Academic Staff Colleges will come together and work out a more scientific programme of orientation. Other issues, like Distance Education, Teacher Evaluation, Delinking of Degrees, Youth Welfare Schemes are all dealt with in this Volume.

I am confident that the reader will get a total perspective of the various issues in respect of Higher Education and it is my desire that every reader will do something on his own towards the implementation of these reforms and concepts.

I take this opportunity to congratulate Dr. Atma Ram who has taken all efforts to put together these ideas at one place and give the benefits to the readers to develop a clear understaning of them.

Association of Indian Universities
New Delhi

V. NATARAJAN
Director (Research)

Acknowledgements

ATMA RAM

SHIMLA

List of Appendices

1

Introduction

Every nation in the present context has to keep its identity while simultaneously work as a fellow member for a cooperative and harmonious world. Rabindra Nath Tagore embodies the essence of this thought in his famous song, 'Where the mind is without fear'. Every country has its national goals and targets--these indicate its cherished dreams and aspirations. With the help of its education, it strives to realise the goals, to translate its ideals into reality. It has a key-role to play in the progress of a country. As John Fitzgerald Kennedy points out, "Our progress as a nation can be no swifter than our progress in education."

The future vision of the people of India as a nation is embodied in the constitution of India. It contains a five-fold objective--a democratic polity, a just social order, a progressive, thriving economy, a healthful environment and rich, living, diverse and moral ethos. As Prof. D. A. Ghanchi aptly points out, six major processes are generally resorted to achieve these goals: the political process, the judicial, the public opinion building, and the process of education. The process of education is obviously "overarching activity enveloping the whole gamut of various processes" as it is concerned with the development of human resource material.

The objective of higher education in India is to help realise the national goals, to bring about an all-round progress of the country as also the essential self-fulfilment of an individual as a human being. India's new policy on education has been evolved keeping in view the national objectives. It is felt that the system as a whole deserves overhauling, a different set of priorities and strategies. In place of arm-chair solutions or schemes, what we urgently need in the country is a fresh outlook, a pragmatic problem-solving approach. During the Seventh Five Year Plan, the main thrust of educational activities is promotion of quality and excellence.

This is particularly needed in view of the ever growing population, their manifold needs and vast infrastructure of education in India. According to one survey, we have the largest number of educational institutions and pupils attending them in the world, physically if not proportionately. The number of institutions of higher education is very large: over 1000 training colleges, 4400

arts, science and commerce colleges, and 156 University institutions.

As the new policy stresses social relevance, employability and excellence, main thrusts in the field of higher education have to be different from the traditional ones. At the school level, 12 years education has been recommended. Some of the basic advantages of the plus-two pattern are uniformity and vocational element in school level education. The plus-three system seeks to provide comprehensive education in communication skills and various disciplines to those interested in higher studies. These elements are to be incorporated at the school and college levels, though in +3 system of education more comprehensive and specialised programmes are envisaged. As the selected students are to go in for college education, two types of courses are usually made available: general or pass and Honours Courses. Each programme is complete and self-contained. Broadly speaking, we have three patterns of +3 system in the country: Delhi system, Shillong system and the Panjab system. The Delhi pattern makes for 12 papers in B.A./B.Sc.(pass) as also in B.A./B.Sc. (Hons.). In B.Sc./B.A. (Hons.) no subsidiary papers are kept for the final year. The Delhi pattern has several advantages over others. It provides for the study of General English and Modern Indian Languages as also for restructuring of courses at the first degree level. It is a tried system with national basis and a good deal of flexibility.

In the new system, the schooling period is of twelve years, the first degree is of fifteen years. This requires huge financial and human resources, as also greater preparations and human will. It should be realised at all levels that the plus-two does not merely mean extension of a year, nor is the three-year course just old Three Year Degree Course (T.D.C.). We should plan things in advance and create a wider awareness of the present needs and the new system.

For any drastic change or development in the system, the role of teachers is most crucial. Education is essentially for students and through them for the society at large. Parents, the society, the management--all matter, as teaching is a composite endeavour. But teachers count most as doctors matter most in case of medical treatment. In model institutes like navodaya vidyalayas, autonomous colleges, mahila samakhya, military and sainik schools, essentially the training staff shapes the destiny of students. It is, indeed, time for change and change will come with our teachers Faculty Improvement Programmes are thus most important. The policy stresses, among other things, the restructuring of courses at the first degree level, non-formal education, technology as a tool, establishment of Academic Staff Colleges, and State Higher Education Councils. In case of several innovations, like model schools, autonomous colleges and academic staff colleges, some people are sceptic, though the fears are largely baseless. We have 256 navodaya vidvalayas, many more are being opened. (The target for the seventh plan period is 448). Upto the sixth five year plan, we had 21 autonomous colleges, the number has gone to 27, and the target is 500 upto 1990. We have to enlighten the public, the teachers, and the students

on such useful schemes, and convince them once for all. Some oppose new projects and programmes because of ignorance; they know not what they do. These institutions, for example, are not free to do any thing and every thing, though they have much academic freedom. There are several in-built checks and many committees to ensure proper management and academic, financial and general administrative control.

It is also the time to narrow down the variations and go in for some sort of a uniform pattern. At present the academic world is divided into narrow domestic walls. For some, the pass percentage is 35, for others 36 or 33. Some insist of 40% aggregate for a pass, others do not. Some award second divisions at 50%, a few at 45% or 48. A University gives first class at 60%, but for M.Phil. alone, at 65%. Paradoxically enough, the same University follows different criteria for pass percentage. To give an example: Pre-University-33; Pre-medical-35; B.A./B.Sc. Hons.-45; LL.M.-45; B.Ed.-40; M.Com.-50; Diploma in Office Procedure-35% in each paper, 40% in aggregate. We should dispense with this difference, and, under the advice of the University Grants Commission, follow a uniform pattern (just like Sunday as a weekly holiday) all over the country. All this will lead to greater and easier mixing and migration and pave the way for national integration.

Most of these elements have been referred to by various study groups from time to time. For example, University Administrators Group in 1981 (with present writer as a member) made the following recommendations to the UGC so as to transform Indian system of higher education:

1. That the UGC consider recommending to colleges and universities the establishment of some kind of systematic plan of annual faculty evaluation. A component which might be examined in greater detail is the use of self-evaluation dossiers prepared by faculty members.

2. The existing emphasis on encouraging colleges and universities to plan and introduce service programmes to their communities should be strengthened and extended.

3. The process of establishing autonomous colleges should be accelerated.

4. Courses and degree programmes for the training of administrators and teachers in all phases of higher education should be extended.

5. The plus 2 system (higher secondary, junior colleges) should be utilized as a possible framework for community college development, by providing more open, accessible, comprehensive programmes in vocational as well as academic preparatory courses. Concurrently, a system of accrediting private vocational colleges, to provide quality control, might also be considered.

Indeed, India's new policy on education concentrates on the best that has been thought on the subject. It emphasises uniformity yet flexibility, a pursuit

for excellence yet in the light of social needs of the time. Agencies like recruitment boards, commissions, and employment-exchanges can help us identify the priority areas for training and provision of personnel. We have to create a general awareness of the new mode, its priorities, strategies, and salient features in the public. As the national commitment is there, it can now be implemented in right spirit. For all this, a greater responsibility devolves on us all concerned with education, more so on the teaching community. The UGC has rightly formulated a seven-point detailed code of professional ethics for teachers enumerating their responsibilities and duties towards students, colleagues, authorities, guardians and society. If they do not come up to the expectations, one will only lament with the poet, Nissim Ezakiel: "There is no salvation, though in the academic life".

Several Agencies and Associations are working on new schemes and programme with considerable vigour. For instance, the Government of India gave assistance to eighteen States in 1987-88 to start 3100 vocational subjects in 1000 schools and is likely to extend financial support to 5000 more schools in the next few years. In 1988, the Central Board of Secondary Education (CBSE) introduced an innovative project in General Insurance in selected (CBSE) schools in the metropolitan cities. The University Grants Commission introduced several incentives and projects for education of the minorities. The college humanities and social sciences improvement programme (COHSSIP) started in 1974-75, aims at improvement in quality of teaching in colleges. It is being worked out in 541 colleges. The Commission has come out with solid proposals on various aspects such as increase of teaching days, workload for teachers, minimum programme of examination reform, code of professional ethics, and performance appraisal of teachers in Universities and Colleges.

It insists on 180, if not 200, actual teaching days, excluding the preparation and examination days. The stipulated work-load of all teachers in undergraduate colleges is forty hours a week--teaching 16, testing 2, tutorials 4, preparation for teaching 10, supervision of extra curricular work 4, and administrative work 4. For subjects with practicals the distribution is as follows: teaching 16, lab. work 4, testing 2, teaching preparation and lab. setting 12, extra curricular activities 2, administrative work 4. Similar guidelines on the minimum programme on examination (syllabi, question-papers) and self-assessment are specific and tangible. The Central Government is keen to remove lacunae, imbalances and distortions, which have crept in technical education system. However, in the final analysis what matters is an integrated approach, full implementation of plans and policies with the help of the human material involved. Teachers as technicians in the process definitely require a good deal of freedom and autonomy. As R.W. Livingstone points out: "No doubt it can be argued that those who play the piper should call the tune; but having chosen our piper wisely we shall have better music if we leave him to play the tunes which his judgement prompts and his gifts allow". However, education involves

wider implications, irretrievable position and a long-term investment. We have to be vigilant at the entry/recruitment stage. We should also remember the warning given by Francis Keppel: "Education is too important to be left solely to the educators." In fact, all features and issues of higher education need to be examined, shared by one and all. What happens in the general public, to common man is most important. What persons in the field -- working teachers, students, parents, common people--think, feel and dream can give to educational pattern a viable shape, a local inhabitation and an appropriate name. Scientific and systematic case-studies, and forthright discussions on various topics are thus revealing.

In the subsequent essays an attempt is made to dwell on various aspects of higher education. The approach followed is practical and pragmatic, frank and forthright. We have many meaningful new schemes. However, for implementation we need a broad-based debate, at times highly unconventional strategies, and diverse ways of thinking and doing. The chapters that follow deal with such issues in a simple and persuasive style. The underlying intention is not to condemn or criticise but to pause and ponder, to interact and illustrate, keeping in view the reality of life in the country.

2

Ten Plus Two Plus Three System

The purpose of education is to enrich life and develop the latent faculties of students. All developed and developing countries have recognised the need of intimate relation of education to life and needs of the community. In China, for example, an attempt is now being made to reconstruct education where its contribution to life, in place of discipline, is stressed. In the USA the popular slogan is "education for life and lifelong education". Knowledge used is power, whereas knowledge devoid of values leads to destruction and devastation. It is interesting to examine some of the issues of 10+2+3 system which is central to the new contemplated policy in the light of major objectives of education -- like change, development, equity and also excellence -- and principles of decentralization, democratization and dynamism.

I

Education is a key factor in economic development and social transformation. As observed in the UGC report 1983-84: "A good, efficient and relevant system of education must be forward-looking and flexible to go in for the adventure of ideas". However, as the report later maintains, mere academic excellence in the present context is not enough. The standards are also to be judged. "In relation to the relevance of the courses and programmes, the social commitments of the universities and their contribution to national development." This was also emphasised earlier by the Education Commission, 1964-66. The adoption of +2 system is at the root of all such reforms. On the one hand, it will strengthen vocational and purposeful education at the secondary level, on the other, it will improve the standard of college and university education. It is not merely an addition of one year to college or school education, nor is it a system meant for driving students to schools or creating employment and promotion avenues for employees. Indeed, it largely focuses on the students and community, their needs and aspirations.

This pattern has been introduced in all States and Union Territories in India. Some states have good experience of it, while others are still at the experimenting stage. It may be pointed out, once for all, that it is a useful and

effective system which suits the country most. We need some sort of national standard of school education and also considerable excellence in higher education. The mode will provide mobility and national integration and also ensure much openness, diversity, autonomy and quality control. However, in practice the task is not so easy. It requires not only resources, but also strong political and human will and a mass movement to adventure into new areas, a dogged determination "to strive, to seek, to find and not to yield."

We face several problems in this context, and it is advisable to decide things after taking into account the reality of life in the country. First of all, it is to be remembered that all reforms today can be introduced only in consultation with students, teachers, parents and the society at large. All along, students have become a very potent factor, and at times useful experiments/schemes have to be withdrawn when students reject them. So teachers and students have to be convinced about the usefulness of 10+2+3 system through seminars and symposia. Implementation of any system requires human will. Unless we all sincerely work for it, discarding the mutual blame policy, nothing concrete will come out. We have a fairly large infrastructure of education--5,00,000 primary schools, 1,25,000 middle schools, 55,000 high and higher secondary schools, 6,300 colleges, 156 universities, and strong links at various levels are needed to usher in concrete reforms.

Any change brought through stages is welcome and much more lasting in effect. Drastic changes introduced without adequate preparation lead to chaos and confusion. Where would +2 class be located? In India, we have no answer to this question. Some States have these in schools, some in colleges and some in both schools and colleges. Ideally, +2 is a school class, and it should be only at one place. However, in practice, the solution may not work particularly in situations where adequate human and material resources are not available. The Punjab Education Reforms Commission headed by R. N. Dogra has come to the view that under the circumstances and on account of the paucity of finances available in the state, "it will be wiser to allow the plus two stage to be located both in colleges and schools." However, in the course of time, resources should be created, human and material facilities generated in schools, so that a smooth shift-over of these classes to schools is possible. The notion that all facilities will automatically come when a decision is taken, is a fallacy. We have to take into account legal, financial, internal constraints of human limitation.

The main objectives of the plus two system are the vocationalization and uniform school education throughout the country. Similar identical courses, CBSE/NCERT syllabi will fulfil this purpose. However, vocationalization is the crux of this system. If we do not encourage or introduce the vocational stream, our efforts are not much commendable. In its absence, it hardly matters whether the +2 classes are here, there or elsewhere. Nor can the objective of job-oriented education be achieved unless vocational element is introduced in a phased manner right from the middle class in schools. In this context the

American experiment of community colleges is enviable. These colleges (about 1,200 in number), primarily concentrate on vocational, job-oriented programmes, though at times they operate academic stream too. Indeed, salient features of community education should be integrated into our system.

We have to tackle, once for all, such chronicle problems; the intrusion of the external environment into the internal, students unrest, mass failure, falling standards and use of unfair means. Unless we have a viable infrastructure and much competence to resolve such problems at school level, the plus two system will receive a serious setback. Whereas the one way out is the establishment of National Testing and State Testing Systems (entrance exams) for Polytechnics, Medical, Engineering Colleges and so on, the other (and more practical remedy) lies in coping with the internal disease. We have to eradicate the internal malady afflicting the processes of education.

While discussing and formulating procedures of +2 system, we concentrate only half of it, i.e., 10+2. We conveniently forget that it ends with plus three stage. The compact and updated three year degree course envisaged here is not merely an extension of the two year degree course. The last year requires altogether different approach, strategy and facilities in terms of human and physical resources.

II

Objectives of new policy on education are sought to be realised through various modes - autonomous colleges, open school or university system, navodaya vidyalaya, plus two plus three patterns and so on. The acid test for any element is how far it meets the emerging demands of the users, the society as a whole. As Frederic Harrison points out: "Man's business here is to know for the sake of living, not to live for the sake of knowing."

That the people in India, the recipients, want uniform pattern and syllabi at school and college levels is a truth universally acknowledged. One can imagine the plight of the education of the wards of army-personnel who are transferred from one corner of the country to the other, in case of different systems and altogether different syllabi of State Varsities and Boards. Not only this, Varsities/Boards (like unfortunate nations divided into fragments, each fragment deeming itself to be a nation), begin to hate and degrade all others. Under these circumstances States (like Himachal Pradesh) have done a signal service to the people and the country who have adopted, in toto, syllabi framed by the Central Board of Secondary Education (CBSE) and books prepared by National Council of Educational Research and Training (NCERT). The CBSE syllabi and NCERT books made adequate provision for various disciplines keeping in view the needs of the nation, as the research wings (of CBSE and NCERT) continue to explore new ground and extend frontiers of knowledge.

What is the place of English in CBSE syllabi? It provides for all categories of "clients" - English Elective and English Core. It is for the in-taking institu-

tions--I.I.Ts, Engg. Colleges, Medical Colleges etc., to test students in the discipline/streams they stress or need. Some agencies, for example, include marks in English and others do not do so. There is no confusion or quarrel about the status of English. At the plus-three level some Varsities tend to have their own weightage as if it is for them to decide this. Two patterns of +3 are specifically glaring - the Shillong pattern and the Delhi Varsity pattern. In terms of the need of users, Delhi Varsity plus-three pattern (adopted by the Himachal Pradesh and quite a few other Varsities) is perhaps the best. Among other things, it seeks to cater to the need of all categories of students and also make for the study of regional languages as well as English language.

The Delhi pattern provides for five courses in English--Remedial English, General English Course for BA (Pass) students, English B (General English), English Elective, and English Honours. Remedial English is a language-based course comprising paragraph-writing, letter/application writing, translation, comprehension, vocabulary and grammar. It is meant only for those students who studied English neither at the Class X nor at a Class XII level. Students, including foreign students, in any other under-graduate English Course will take this as an additional course if advised to do so by the English Department of the College concerned. In their case, there is no final University Examination. General English for BA (Pass) students is taught in two streams, A, B. Whereas A combines language and literature streams, B contains essentially language-based courses. The following types of students are eligible to take up this course: those who have passed Core English XI and XII; those who have passed Elective English at the Class XII level, are reading for a pass degree. The objective of English B (General English) course is to make students read English prose with a view to enlarging their comprehension of the language and introducing them to interesting shorter fiction so that they may develop their reading habits. It also aims at giving them basic skills in grammar, enriching their vocabulary and teaching them to write simple and correct English on topics of everyday experience.

The Delhi Varsity pattern of Elective English is meant for students who have passed Elective English at the Class XII level, or passed Core English at the Class XII level securing at least 45% marks, or passed English at the Class X level, securing at least 50% marks. It is an exclusively literary course devised for students who wish to read for a Pass degree, and have an interest in, and aptitude for, English Literature. BA (Honours) Course in English is meant for those who wish to specialise in English Literature. The course is pursued over a period of three years. In each of the first two years the student takes two English Courses and two subsidiary courses. In the final year all the four courses are English Courses.

The pattern is at once simple and straight; and the course-contents are keeping in view the competence and need of the learner. For example, following is the course-content for English Course A: First Year - Grammar,

Composition, Vocabulary, Comprehension; Second Year--Grammar, Composition, Precis, Prescribed Texts; Third Year--Exercise in analysis and comprehension, Composition, Prescribed Texts. For English Elective, the 'content' is as follows: First Year - Novels; Second Year - (Texts) Poetics, and Third Year - (Texts) Drama. This scheme of plus 3 has a consistent and practical method in it. One feels that with suitable modifications here and there this mode of plus three should be adopted all over the country. It will solve to a large extent the controversies about the place of English, regional and national languages in India. This pattern (being opted for in Himachal) takes into account all categories of students and their needs. It enables the choosers to decide for themselves and contains a lot of flexibility. It enables us to see English in a wider perspective, addressing itself to various needs of the community. It is a tried system and its over-all adoption will surely pave way for national integration as well as international understanding and amity.

In sum, 10+2+3 system will yield full fruit only if it is worked with great care and considerable enthusiasm. One should draw on the experience of those states where the systmes is a success. We have also to think about the situation where most students still join colleges after the plus(+)two stage, and thus largely follow the academic stream only. This has been the main hurdle in having selective admissions in colleges and universities. Indeed, plus two system has all plus points to its credit, unless the implementers turn it otherwise. This system will surely make education "a powerful instrument of social, cultural and economic transformation necessary for the realization of our national goals."

3

Delinking Question and Testing Modes

A cure is based on a diagnosis of the disease and the diagnosis depends partly on what the patient says or complains of, or the symptoms of the disease are so apparent that direct treatment begins. Why do we think of this delinking issue? What is wrong with the present system which links degrees with job requirements? Do our surveys suggest that students rush to colleges and universities due to their keenness to acquire degrees?

How does this relate to other reforms being contemplated? Will there be any calm or seriousness left on the campus when students know that the degrees they are reading for have no relation to employment? All such questions deserve our serious consideration.

The delinking is recommended for the purpose of discouraging many students from seeking admission to colleges and universities and overcrowding them. To achieve this end, 10 + 2 has been introduced. However, the rush has not decreased. One of the objectives of introducing the higher secondary system was to divert students from colleges. That was also one of the aims of starting evening colleges and distance education programmes. However, the miracle of rare device has not been achieved. It follows that the innovations may not work nor transform the system of education.

It has also two other implications: the utilisation of the existing resources, human and material, and the feasibility of the infrastructure to replace the present system. It may occupy a place between two worlds, the one dead and the other powerless to be born. After all, how should we evaluate candidates for jobs? Some criteria have to be worked out and some agency has to administer the tests.

Recently in one State the Public Service Commission has to conduct a written test of 300 candidates for one post. If no degree or diploma requirement had determined eligibility to sit for that test the number of candidates would have been in thousands. What is the practical way out? Furthermore, if the tests conducted by universities and boards are not accurate or credible, what about

the other agencies holding tests for jobs?

These are issues which need a national debate. If, for every job, every time, separate tests are needed there will be tests, tests all the way. We will have nothing but examinations all the year round. "If some universities or agencies are not awarding degrees to the deserving candidates in the right way, they should be warned or derecognised.

In any case, the loopholes should be plugged. If some cracks develop in big dam the advisable thing is to repair it, not demolish it altogether and build anew. When universities and school boards, with their huge paraphernalia, are not able to hold examinations and declare results in time, what about the other agencies who are to hold tests for jobs?

Why do students throng the colleges and universities in India in large numbers? There are so many causes, but the most potent one is that they are in most cases careless about studies, largely because they feel that the education being imparted to them is meaningless. It will lead them nowhere. Were they attracted by the degrees, they should be most peaceful and serious to acquire them. But it is becoming increasingly difficult to hold convocations.

It is not the degrees or diplomas which students hold in low esteem; it is the kind and quality of education which they seem to sneer at. To be specific, how many universities have introduced in right earnest job-oriented or vocational courses? The scheme of restructuring of courses was initiated during the Fifth Five-Year Plan but so far only 16 universities and one deemed university have effected restructuring of courses.

How many agencies have revised their examination patterns in the light of new patterns of questions being set for entrance and other tests by commissions and recruiting boards? Only a few. Only Delhi University has introduced advance courses in electronics despite the urgent need of such programmes everywhere.

It is suggested that all reforms in education should be discussed at the grassroots level: district, State, regional and finally at the national stage with students, teachers, administrators and planners. The need of the hour is to make education meaningful, relevant and responsive to the needs of the community. There should be seminars, conferences, debates, and research on the contemplated reforms such as "delinking of degrees" so that a national consensus emerges.

One simple way of making education relevant for a university is to identify areas and disciplines where potential for employment exists and incorporate these in the syllabi or disciplines. This is being done by institutions like England's Open University in Milton Keans and the Open University at Bangalore.

All innovations have to take into account what the student community wants. In one university, the semester system had to be withdrawn because the

students did not like it. In another the internal assessment system was abolished before its introduction because the students did not favour it. We have to take the youth into confidence as all systems primarily exist for them. If sometimes they refuse to receive or tear up degrees and awards it is not because they consider them bits of worthless paper. The innermost urge is to have education which is for life: vocational training or meaningful programmes which will enable them to earn a living.

To appear in a medical college entrance test one needs 50 per cent marks in 10+2 (Medical) or the pre-medical examination. No one grudges or thinks lightly of this intermediate diploma. The Medical Council of India holds P.M.T. tests on an all-India basis for open seats in the country. Such entrance tests are a sine qua non for medical and engineering colleges and are conducted by various agencies and universities. However, basic degrees remain something like foundation courses, they are essential and minimum qualifications.

There should be due stress on the primary and secondary education and not on research or higher education, on vocational, and not liberal education. However, an integral link has to be established and, more importantly, only those should join colleges and universities who need and deserve higher education. The traditional education has lost its significance; many students feel in their hearts of that they are being befooled. Their class attendance, frequent disruptive tendencies and non-seriousness on campuses are a natural sequel to this phenomenon.

The old education pattern in the country seems to have assumed the shape of the "coat" in the last portion of Swift's "The Tale of the Tub": many improvements suggested and made (or imposed) from time to time have spoiled its very shape. What it urgently requires is a cool and calm examination of its all aspects by State Education Committees and National Education Commissions. Two general cautions are important in conducting the whole business of reforms in education: as Matthew Arnold wrote in "Culture and Anarchy", "See that you are guided by the light and ensure that your best light is not darkness"; secondly, Santiago's assertion in Hemingway's 'The Old Man and the Sea' should be followed in letter and spirit: "Now is no time to think of what we do not have. Think of what we can do with what there is."

II

The new education policy incorporates establishment of national testing systems and a new criteria for accreditation.

The objective of education is two-fold; improvement of the individual and improvement of the society. In this context national testing systems and accreditation have a vital place. Many of the 152 university institutions in the country seem to follow their own patterns and consequently have their own "standards". There is hardly any uniformity. Some institutions have become merely examination-conducting bodies. Some have the semester systems,

whereas others follow the one-year examination pattern. Some operate both the systems simultaneously.

Some institutions award second class at 45 per cent, some at 48 per cent, others at 50 per cent. One univer. ity tends to downgrade the product of others and vice versa. There are 29 universities imparting correspondence education; all except one have adopted the annual examination system. Some institutions are known to award marks or grades liberally, while some others are reputed to err on the other extreme. The introduction of national testing systems will solve at least some of the problems facing higher education.

Accreditation, as done in the USA, is a means to recognise an institution after evaluating it thoroughly, for five or six years. The institution prepares a report of its achievements, faculties, physical and material sources, and an independent team of academicians visits and evaluates it. In that country it is very difficult to get accreditation (or affiliation), and still more difficult to retain it for ever. It amounts to a continual evaluation and alert.

This system can be introduced in our country, too. We get affiliation once and then (like Tennyson's brook) it goes on for ever. We have no internal or external checks, regular inspection to ensure standards.

The Association of Indian Universities has suggested that the following should be listed in the concurrent list: (i) Selection procedure for vice-chancellors, professors, readers, lecturers, principals, directors, etc.; (ii) Service conditions of administrative officers of the university and colleges, and (iii) Admission criteria and procedures in higher and specialised courses.

National testing systems are followed by the State and Union Public Service Commissions, the Staff Selection Commission, the Banking Recruitment Boards. This pattern should be extended for admission to all medical, engineering and technical institutions. This will not only minimise use of unfair means in examinations, but also introduce fairness and specific standards at the regional and national levels. In the case of recruitment of various posts, it will help to eradicate regionalism and parochialism.

Autonomy of a university should not be seen in isolation: it should ensure standards and accountability. A university or similar institution should have universal standards and credibility. It does not matter whether first class begins at 60 per cent or 65 per cent, but first class of one university should compare favourably with the first class of other universities, and it should invariably denote attainment of excellence.

When the old order changeth yielding place to new, there is bound to be some dislocation. However, in the course of time things settle down and the new system takes root. The change is smooth if adequate preparations precede it. Thus the current debate on the new education policy is appropriate. However, it is the people behind a system, the implementors who matter the most.

4

Distance Education

Distance teaching seeks to provide a new educational alternative to enable a large number of persons with necessary aptitudes to acquire advanced University knowledge and improve their professional competence. This system caters for in-service persons or learners for whom it is a second chance or a lifetime activity. It is a comparatively new phenomenon in India: Delhi Varsity was the first to start it in 1962, Punjabi and Rajasthan Varsities, the second in 1968. However, with the establishment of Indira Gandhi National Open University in New Delhi (November 1985), it is bound to pick up. The first Open University in India was established in 1982 at Hyderabad. Now 46 Universities offer correspondence courses at Certificate, Diploma, Degree and Postgraduate levels. Annamalai University arranges Postgraduate Courses in Sciences too -- Chemistry, Mathematics, Physics and Zoology.

It is interesting to examine various issues in distance teaching in the light of problems faced in higher education. As we have seen, "New Education Policy" envisaged by the Association of Indian Varsities (April 1985), among other things, makes specific recommendations as does "Challenge of Education--A Policy Perspective" issued by the Ministry of Education (August 1985). These mainly refer to the following: delinking degrees from jobs, establishment of National Testing Services, National Open University and State Open Universities and linkages, Vocationalisation, Linkages with Research and Development Institutions, and accreditation. The entire system of higher education should be based on principles of decentralization, democratisation and dynamism, and at all stages allow for openness, diversity, mobility, integration, autonomy and quality control.

Some of the important problems faced currently by higher education in India are as under:

(1) The problem of exploding numbers. We have 156 University institutions, over 5500 Colleges in India with 3.5 million University and College level students.

(2) The students and society are not the centres of focus, especially at the implementation level.

(3)   Intrusion of external environment into the internal, unquiet campuses. The number of "agitational incidents of students rose from 5,200 in 1982 to 7,000 in 1983; more importantly, 63 percent of these occurrences relate to non-academic issues."

(4)   Lack of a system evolved at the grassroots level; little academic control/leadership of University institutions on Colleges.

(5)   Scarcity of resources, dependence on high competition from developed countries.

(6)   R. D. Institutions and special institutions now fall outside the University system, thereby reducing the importance of the University pattern.

(7)   Lack of decentralisation and a flexible system capable of catering to different groups of students.

(8)   With the development of communication techniques, non-institutional and non-formal means will acquire greater importance.

(9)   A thorough look into the grading and certification functions of the Universities; stupendous increase in unfair means cases.

(10)   Lack of motivation, moral values, and the problem of deteriorating standards.

(11)   Absence of multiple points of accountability in the education system.

Properly restructured and implemented, distance education can solve many of the above-mentioned problems. For instance, it provides education at a low cost and can reduce rush of students to colleges and universities. It also, seeks to relate education (in the words of *Education Commisson Report*, 1964-66) "to the life, need, and aspirations of the people."

At the implementation level, however, distance education faces serious difficulties in the country. This pattern is often confused with the traditional mode of education. As the Committee on the establishment of Open University in India recommends: "In the field of higher learning, the programme of this University will be complementary to the existing Universities". These are not just duplications of the same programmes. The system also requires many teachers with altogether different orientation and aptitude, a new breed of academics and communicators. The University Grants Commission, therefore, stresses in clear terms specific nature of duties which teachers have to perform in institutes of correspondence courses.

Over the years, a few factors have been added: 10+2 system, delinking of degrees from jobs, growing number of day and evening Colleges, increasing rate of dropouts and private appearance--all these will have enormous effect on the clientele and create several problems. All States and Union Territories have adopted the +2 system. At present only one University (Patna) imparts

Correspondence Education at the intermediate level. Also, several Universities have rece ntly lowered the eligibility condition to a mere "pass" in the last examinations, many others are also introducing such courses. Moreover distance teaching at times does not provide for high standards of education, particularly when it is done in traditional subjects/courses only. We do only admissions and often ignore curricular and extra-moral activities.

Indeed, we have to incorporate new thrusts in distance education. First, it must establish greater relevance to personal development, socio-economic problems and the world of work. We have to include in it what the people need, what they aspire for. The content, techniques and quality of this education have to be different. The teaching and learning activities should be designed in such a manner through print media and other communication technology like-radio, television, Audio-visual teaching aids, counselling and personal contact programme, tutorial facilities at the study centres--so as to suit the training, convenience and circumstances of the new learning population. The Indira Gandhi National Open University and the Andhra Pradesh Open University employs all these aids, viz. course material, counselling, library facilities, radio lessons, Audio-lessons, Video T.V. lessons, film lessons, whereas several other varsities confine themselves mainly to lessons (written by individuals, not by a team of competent authors) and casually arranged contact programmes. To many, they seem to provide only a "capacity" to appear in examinations.

To make distance education effective, the UGC stresses the importance of study centres: "High priority should be given to the setting up of study centres (outside the headquarters) in areas where there is a reasonable concentration of students". Indeed, the mode adopts the "Outreach method" to impart education to learners residing in distant and remote areas. It is particularly needed in areas with concentration of S.C. and S.T. students. However, our many universities have yet to set up their study centres: The National Open University should establish its regional and zonal centres at places other than State headquarters. One may give a few other suggestions for the improvement of informal education: carefully planned lessons by teams of experts, regular and prompt evaluation service, thorough orientation and compulsory personal contact programmes at least twice a year, postal-library service, weekend classes at headquarters, seminars, two house-tests, supply of reference materials, self-check exercises, suggested reading, important questions, and so on.

While duplication of courses should be scrupulously avoided in the same zone, new areas of activity should be explored. New certificate, diploma courses, certificate courses in various languages, and job oriented programmes useful for the community should be started after assessing their viability through periodical research and surveys in the concerned regions. These institutes can also devise many in-service training courses for employees, M. Phil. and orientation programmes for teachers, and undertake case-studies of educational institutions, syllabi, examination system and analytical study of

problems of copying in examination, indiscipline, unemployment among the youth, and so on. If they plan well and establish functional and integral links with the industry and employers, have corporate classrooms, these schemes become economically viable. American corporations are spending more than 40,000 million a year to educate employees so that they can keep up with the galloping technology. The courses they operate are result-oriented. "I'm going to take what I learn here Monday and Tuesday and apply it Wednesday and Thursday", says one employee-student. Our informal education has to incorporate this spirit. There are also special and liberal UGC Grants available if we work and deserve them.

Except two Varsities (Madurai-Kamraj University for M.Ed. and Himachal Pradesh University for all post graduate courses), all other institutions imparting correspondence education rightly follow the annual (and not the semester) system of examination. This pattern also requires multiple points of accountability and greater degree of collaboration, co-operation and co-ordination among various segments of society--it is a system dependent on many various segments of society, on many agencies right from a writer and printer to the electricity and postal authorities. However, one feels that with adequate zeal and clarity, optimism and public relationing, the requisite co-operation will be forthcoming. They can who think they can.

Indeed, distance teaching in India is a great challenge. For its success, all concerned functionaries will have to integrate in their approach the dedication of an education, keenness of a businessman and zeal of a missionary.

5

Development Councils and Staff Colleges

In quite a few States in India, College Development Councils and Academic Staff Colleges have been started in order to prepare plans for the all-round progress and expansion of colleges. Educational institutions concentrate mainly on three aspects: student welfare, teacher welfare, and development and extension of the physical plant. The objectives of these councils are three-fold: to devise ways and means for reduction in wasteful expenditure, to raise funds, and finally to generate academic climate so as to raise standards of higher education.

At times we are misled by the myth that only money makes the mare go. Everybody tends to grumble in unambiguous terms: "We need funds, you know, and these are not forthcoming. What can we do?" This, however, is largely a fallacy, a lame excuse to cover up our inefficiency and inertia. There is another self-created problem. We seem to invest too much on brick and mortar and less on human resources. We forget that human beings matter most in any scheme of things. They can who think they can. A library building constructed with one crore rupees will not by itself educate students. Nor will a Rs. 15-lakh auditorium alone pave the way for cultural activities of national or international standards. Indeed, our institutions of higher learning urgently need two things: a problem-solving approach, and result-oriented programmes with multiple points of accountability.

I

In order to understand the feasibility and usefulness of College Development Councils, we have to keep in mind the superstructure of higher education and the roles of those who are concerned with it. Roles of officers concerned with higher education are primarily three: technical, supervisory, and conceptual. To give an example: lecturers' dut is basically technical, whereas Heads of Departments have much to do with the supervision, with human resources. Duties of Vice-Chancellors/Principals are essentially conceptional: they have not only to supervise but also to establish a viable liaison with various agencies so as to manage funds and other things.

In the context of development councils for colleges, all the three roles are important. Funds have to be there. However, it is to be ensured that existing funds are also properly made use of. Paucity of funds is often cited as a factor for failures of programmes in institutions which are at times suffering from "over-eating". If we utilise public funds with the same care and caution as we use our own income, very encouraging results can be achieved even with meagre amounts. These councils, comprising students and teachers, may save on several accounts and bring about the desired results. Colleges which show consistently outstanding results in all spheres are usually not the institutions known for best amenities or palatial buildings.

We may adopt several ways to raise funds. Agencies like the U.G.C. and local departments help in a big way when the institutions ask for it and, more importantly, deserve it. For example, so many States have lifted massive U.G.C. grants for their courses, schemes and programmes, while others did not do so. There are specific U.G.C. guidelines for development of Colleges. The U.G.C. provides liberal basic assistance (on 100% basis), huge development grants (on matching basis), grants for strengthening of post graduate studies (on 100% basis), publication grants, special assistance to Colleges catering to the need of scheduled tribes and scheduled castes students, planning forums, population education clubs, improvement programmes, seminars, symposia, summer institutes etc. Special financial help is also made available when the institutions apply and justify it. For example, the University Grants Commission gave financial assistance to Rajasthan University for the introduction of certain courses through correspondence in 1985. The Commission took this decision on the recommendation of a specially constituted committee. This process would, however, become still more effective if some sort of direct liaison could be established between receiving institutions and the U.G.C.

Colleges could also partly fund their programme of cultural sports and community service activities by having collaboration with various Corporations/State departments, Alumni Associations, and so on. An all-out effort should be made to integrate various courses, to pool together all resources. Some job-oriented and self-financing courses like short-term coaching-centres for competitive examinations and career-guidance wings could also be introduced. These councils should also work for peace on the campuses, and chalk out schemes for progress of students in studies, sports, cultural activities, N.C.C., N.S.S., community services and extension programmes. Indeed, such councils have a vital role to play in this age of student-unrest, deteriorating standards of education and increasing unemployment.

Roles of teachers, supervisors and heads are significant, though teachers have still a most important part to play. With the co-operation of the parents, through effective parent-teachers associations, they should establish a viable rapport with students and lift them upward. They constitute a strong centripetal force in the whole process, a great gravitational pull that could keep the

system intact despite disruptive tendencies all around.

II

One of the main thrusts in Faculty Improvement Programmes (launched by the University Grants Commission) is training and orientation of in-service teachers. Whereas at the elementary education level Junior Basic Training, District Education Training Centres (DETC), at the high school level bachelor in education courses are conceived, for college and university teachers there had been no particular training or instructional courses. Of course, a few Varsities, on their own, have added college teachers training aspects in their Master of Philosophy (M.Phil.) syllabi. *The Challenge of Education* thus stresses the need for orientation in skills and methodology for teachers in colleges. The objective of Academic Staff Colleges, therefore, is to bring things to a sharper focus and arrange, among other things like Seminars, Symposia, University/ College Collaboration, training programmes for college and university in-service teachers.

What should be the major activities of these colleges? Just to lecture to teachers in a routine way or to provide additional certificate to the prospective (pre-service) teachers? Their primary aim is to offer professional guidance to the in-service personnel, to dispel negative thinking, to discard the common habit of passing the buck. Their objective, in essence, is to make the teachers aware of what they can do, they should do, to perform their duties in view of the new situations and make for goodwill and light in the lives of students and the community at large. Thus the Academic Staff Colleges should seek to achieve at the State-level what institutions like Administrative Staff College of India, Hyderabad, and National Institution of Educational Planning and Administration, New Delhi do at the all-India level.

In all this, emphasis should be laid on specifics, on acquisition and, more importantly, use of skills and knowledge. As Frederic Harrison points out: "Man's business here is to know for the sake of living, not to live for the sake of knowing". Orientation of teachers should be in terms of what is expected of them, what the college, the students, the community need them for. Neither general things on education nor mere learning how to stand up, to speak up and to shut up in classes will help much. The following objectives spelled out by some of Staff Colleges are too general, sweeping and common place: To enable teachers to

-- Understand the linkages between Education and Economic and Socio-Cultural development; with particular reference to the Indian Polity where secularism and egalitarianism are the basic tenets of society;

-- Understand the role of a College/University teacher in the National Goal of achieving a secular and egalitarian society;

-- Acquire and improve basic skills of teaching at the College/University level;

-- Be aware of the developments in his specific subject;
-- Understand the organisation and management of a College/University and to perceive the role of teacher in the total system;
-- Utilise opportunities for development of personality, initiative and creativity. .

In fact, these colleges should address themselves to the major issues in higher education and suggest, through examples, how salient features of the new policy on education could be fully incorporated and realised. Besides creating an awareness of new projects, welfare schemes for teachers, students and the community, these institutions are to work with exemplary initiative, vision and devise ways and means to make education a potent instrument of social change and eradication of various social evils. Some of the areas for work could be starting of guidance and counselling Bureaus for careers, lectures/ workshops on general knowledge, freedom-fighters, makers of India, youth and drugs, national integration through education, population, adult literacy, computer awareness, case studies of sick as well as better institution, innovations like autonomous colleges, restructuring of courses, pre-examination coaching classes for PMT, PET, JET, NDA, NDS, Probationary Officers, all India Central Services and State Services exams, and so on. The main thrust is how to make teachers useful as teachers in institutions and as responsible citizens of the country.

The Faculty Improvement Programmes constitute the major duty of the Staff Colleges. These schemes meant essentially for in-service college and university teachers, should aim at inculcation of problem-solving approach, acquisition of skills, motivation and increase of devotion to duty. Advance planning is needed so as to organise teachers; activities during vacation or preparatory days. The routine academic work should not be disturbed. Such colleges should also help integrate various teachers and students activities (sports, studies, cultural, National Cadet Corps, National Service Scheme) into an organic whole and enable the colleges to make a composite endeavour, to plan ahead and solve their day-to-day problems. In some regions things are in a great mess: no regular university convocations, no college convocations, teachers training courses organised during their working days, decrease in effective, real teaching days, too many examinations, evaluations and re-evaluations, little liaison between varsities and school boards, mass copying, and so on. Staff colleges in collaboration with varsities, College Development Councils, State National Councils on Higher Education, Nehru Yuvak Kendras, ICSSR, ICAR, Indira Gandhi National Open University, and other Agencies, should concentrate on such issues and seek their lasting solutions.

Indeed, the Staff Colleges have been conceived as viable hands of the University Grants Commission to implement programmes of teachers training, to co-ordinate and put together all expertise, feedback and resources so as to make higher education meaningful and relevant to the needs of the country.

On the one hand, they should help make colleges and varsities centres of excellence, on the other give a boost to community services, college-community interaction, student services and teachers welfare schemes. We have to make for smooth and effective implementation of 10+2 and 10+2+3 systems. As a matter of fact, the main focus of the entire mode of education should be students and scholars and through them the society at large. Academic Staff Colleges can, in their own way, establish multiple points of accountability in the system and go in for a composite liaison, a viable rapport among all persons assigned technical, supervisory and conceptual roles in the pattern.

6

Faculty Assessment

The Mehrotra Committee Report makes a specific reference to teachers evaluation by students. This is like the pattern in vogue in the States where a teacher is mainly known by five things - his qualifications, his research, his teaching, his services to the college, and his contribution to the community. The mode of assessment is followed and by and large, nobody objects to it. There, a teacher undergoes four types of independent "evaluation": by self, by students, by peers, and by the administrative head. The students assessment is largely used for correctional purposes. But where a teacher is consistently rated "poor" by his students, he himself leaves the institution. The evaluation proformas also include students' comment of instructors and the "grading" pattern. The teacher is the sole judge of his students as is envisaged in the pattern of autonomous colleges. It is worthwhile to study the mode of students evaluation of teachers and to see if something similar is feasible in India, too. In the light of new policy on education and opening of autonomous colleges this issue acquires an added significance.

The rationale behind this system is simple: the teacher exists for students; and if they haven't learnt anything, the teacher hasn't taught anything. The input has a relation to the output. Education is a sort of business, an industry, and the clientele must be satisfied. As an eminent teacher of University of Southern California once observed: "Why should my students not have the right to see whether I am doing my duty or not?" Even when the grading is not reduced into black and white, teachers are by general report known through their students, doctors through their patients, lawyers through their clients, and so on. Many people feel that students are the best judge of a teacher's performance. It also serves as a touchstone for effective teachers, and provides them great incentive and moral strength.

In the USA, teacher's evaluation by students is done in an open, independent way. In every college/University, the faculty designs a proforma which is circulated to students. Students tick, encircle or fill it, without disclosing their identity, and the results are often published in a handbook. In this way quite a few varsities evaluate the performance of a teacher in the class, whereas others

also invite comments on his competence and capabilities. Although in prestigious Universities like the University of Southern California research of a teacher is given much weightage, by and large his contribution is judged from his efficiency and competence as a teacher.

These, Colleges/Universities use different proformas, though many queries are the same or similar. For example, Gainsville Junior College Athens (Georgia) records pupil's evaluation through following columns: Demonstrates a thorough knowledge of the subject-matter; Teaches a well-organized course; When necessary, changes techniques to make subject-matter clear; Grades fairly; Inspires respect; Is understanding and considerate of students as individuals; Encourages students' best efforts; Conveys positive attitude towards teaching and learning; Explains material adequately; Is open to comments and questions; Conveys personal interest in subject-matter; Tells students how they will be graded in the course.

The California State University, Northridge, uses two proformas for the purpose. One carries the following seventeen columns/observations: Is well prepared; Has interest and concern in the quality of his/her teaching; Has a genuine interest in students; Seems to enjoy teaching; Relates to students as individuals, Explains clearly; Presents facts and concepts from related fields; Discusses points of view other than his/her own; Has an interesting style of presentation; Emphasizes conceptual understanding; Is careful and precise in answering question; Knows if the class is understanding him/her or not; Invites criticism of his/her own ideas; Is a dynamic and energetic person; Is valued for advice not directly related to the course; Course is among the best I have had at this University; Professor is among those from whom I have learnt the most. The second proforma contains thirty-seven statements, reflecting various ways instructors can be described. Here a comparative evaluation of the instructor as well as the course is done. In each case a five-point grade system is adopted.

The University of Southern California has framed a proforma whereby a comparative assessment of an instructor and his course is done by students. The results are published in some detail in the yearly publication entitled *Course Guide*. Here is the evaluation-sheet of a teacher of English (taken from the *1980 USC Course Guide*):

Number of students polled: 20		1	2	3	4	5	Mean
1.	You found the course intellectually challenging.	0	0	5	7	8	4.15
2.	You found the course interesting.	0	0	7	6	6	3.95
3.	Instructor made students feel welcome in seeking help or advice.	0	1	10	6	2	3.47
4.	Methods of evaluating students' work fair and appropriate.	0	1	8	8	3	3.65
5.	How does this instructor compare with others you have had at USC?	0	0	2	10	8	4.30

| 6. | How does this course compare to others you have had at USC? | 0 | 1 | 5 | 8 | 6 | 3.95 |

(1. Poor; 2. Below average; 3. Average; 4. Above average; 5. Excellent).

The following is the sheet of an Associate Professor of Economics:

Number of students: 98		1	2	3	4	5	Mean
1.	You found the course intellectually challenging.	4	13	38	32	10	3.29
2.	You found the course interesting.	10	16	34	28	11	3.17
3.	Instructor made students feel welcome in seeking help or advice.	0	11	40	30	17	3.54
4.	Readings contributed to the understanding of the subject.	4	10	26	35	23	3.59
5.	Methods of evaluating students' work were fair and appropriate.	2	10	29	45	11	3.51
6.	How does this instructor compare with others you have had at USC?	11	23	37	19	7	2.85
7.	How does this course compare with others you have had at USC?	10	18	40	27	3	3.05

Should we in India go in for this education component? There is naturally a great opposition to the system. However, in the larger interest, we have to adopt it at some stage. Our students may not be able to rate the scholarship of a teacher, but they can evaluate his performance in the class. This will enable the workers to outshine the shirkers, no matter where their seniority stands. But we have to wait for some time and create a congenial atmosphere for this innovation. In a country were people term items like assessment by seniors and students, service to community, inculcation of values, refresher courses for teachers "as obnoxious features", we have to stand and wait and work a lot to create an "assessment culture".

Many feel that the faculty would not cherish it. But when we explain in clear terms its purport, correctional aspect to teachers, they will perhaps not oppose it so stoutly. In many States the evaluation of teachers is done through annual confidential reports containing self-assessment, too. There is no harm if this dimension is also added to it.

Teachers in India have fears on mainly two counts. First, the "Campus politics" may sway students opinions and thus give the so-called "Leaders" an edge over others. Second, students may write on the evaluation sheet many silly things about them. However, the apprehensions are largerly misconstrued. Teachers at the University of Southern California, Los Angeles, have undergone the evaluation for over decades and found no such thing. Moreover, when some indulge in such things, these can be summarily dismissed. A teacher is a leader in the class. It is not easy for anybody to see the majority of his pupils against him, when he is sincere, honest and conscientious. Now when students are being given representations on Senates, Executive Councils, Academic

Bodies of Universities and the right to vote in the country, it is but essential to allow them to speak about us all.

At long last the system can help create a familial and congenial atmosphere for academic pursuits and bring about a closer rapport between the teacher and his pupils. In this way our commitment will be to students, and not to the ' disciplines." Many problems will be easily sorted out at the initial stage, and conscientious and devoted teachers will be encouraged through students evaluation. These "opinions will reflect the view of a silent majority of student community.

The system could be first introduced in professional institutions and later, on experimental basis, for science teachers in selected Universities. However, the scheme can operate only under two major pre-requisites. The teacher has to be taken in confidence and associated fully in the process of drafting of curriculum, teaching and evaluation process; teacher's effectiveness and the courses being taught are to be linked together. Second, students evaluation should be used for correctional (and not promotional) purposes. In any case, the system deserves a fair trial on small scale, as one may say about today's student: "He is not altogether a fool, my lord".

The national policy on Education clearly envisaged the development of a system of evaluation of performance of teachers which is "open, participatory and data-based." The UGC has, therefore, adopted guidelines for the purpose prepared by a task force set up with the participation of All India Federation of University and College Teachers Organisations (AIFUCTO). The guidelines comprise two proformas on self-appraisal. Report I incorporates the following information--general information, academic qualifications, research experience, training, research done, seminars attended, teaching experience, innovative/contribution in teaching, extension work/community service, etc. It is to be filled by teachers, already in employment where the scheme is introduced and by new entrants when they just join the institution. Report II is much more comprehensive and is to be filled by each teacher at the end of the academic service. It contains the following columns: general information, teaching, details of innovations/contribution in teaching, improvement of professional competence, research contributions, extension work/community service done, participation in corporate life and overall assessment. The factual data is to be later duly verified by a person nominated by Principal/Vice-Chancellor.

The above-mentioned procedure is meaningful and workable on two counts: it has been prepared in collaboration with teacher-leaders, and is quite comprehensive. It implicitly includes several elements of the four-type assessment discussed earlier. The underlying objective is not to condemn and fire but to assess and improve, to help teachers career development by securing feedback and time for reflection and self-scrutiny.

7

Promotion and Rotation

I

It is pointed out that in universities, teachers do not have many chances of promotion. All teaching posts are selection posts. Naturally those who enter the profession with intense enthusiasm and great expectations tend to be disillusioned with the passage of time. There is a need for an in-built system of internal incentives for college teachers who are professionally alive and effective. Keeping this in view, the Follow-up and Evaluation Conference of Principals held in Madurai in September 1981 made two very significant recommendations: university and UGC must have a scheme to identify good teachers and good institutions and to reward them suitably; and the State Governments and the Central Government should institute rewards for the best and most dedicated teachers at college and university level as it is done in the case of primary and secondary school teachers in many states.

The UGC has also approved of a provision called the personal Merit promotion scheme to help teachers in varsities. It seeks to eradicate frustration. It envisages promotion of a lecturer to readership after ten years' service and that of a reader to professorship after seven or eight years' standing as the reader. The posts along with the incumbents are upgraded and on their retirement these come back to the original position. The rationale behind the scheme is simple; when a person is qualified for promotion and has reached the maximum pay-range in the present scale, he should not suffer simply because a post in the higher scale is not available. It is being implemented in several states in India.

Let us examine this scheme in some detail. That a competent person is "rotting" at the highest point in his scale is not something very surprising or shocking. This is the plight of numerous employees, in many other departments. Furthermore, there is no restriction on the teachers of a varsity to join other institutions in the region or country, if they are really meritorious. After all, the world is great, the world is wide, and we have so many varsities, deemed varsities in the country. This concession could egg on college teachers and other employees, too, to ask for a similar pattern. In the U.S. varsities and colleges

there exist no such schemes even for the tenured persons and in public colleges and institutions too teachers are recruited for particular colleges as is the case of university teachers here.

It is also not right to suggest that the personal promotion scheme harms none. At long last it affects adversely the academic standards. By virtue of his raised status, the promoted person becomes a member, even Chairman, of various academic and administrative bodies and committees. The method of headship by rotation enables him to sit in the chair which by virtue of his merit he could not dream to occupy. This leads to situations where mediocrity rules the roost and tends to vitiate the academic atmosphere.

Universities are the highest seats of learning where global stature and outstanding qualifications should be the sole criterion for promotion and salary-raises. Promotion on compassionate grounds is advisable but only at the lower level, not at a place where eminent scholars and noted researchers are expected to generate ideas which move the world, change the past, and shape the future. No Columbus raised to higher posts on extraneous considerations will ever discover America!

There is, however, a consistent and all-pervasive pressure on university authorities in various parts of the country to adopt such a scheme. Some seem to argue that the best way to raise the standard of higher education is to make everybody professor as soon as possible! They tend to forget the common definition of three types of university teachers: a lecturer lectures, a reader reads, and a professor only professes! One cannot deny the fact that everywhere money makes the mare go and all wish to climb to the highest peak. But how many of them really can? Nor will "inflation" of status help us much. When everybody is a professor, professorship will cease to be a "consummation devoutly to be wished". A competent teacher, when not distinguished on merit, will feel discouraged and crestfallen. Indiscriminate advancement thus affects merit, encourages lethargy, and leads to a chaos worse confounded. It will create a general tendency to mark time, just to hang on, doing nothing. A glance through the annual reports of some of our varsities suggests that this continual inertia has already gripped the psyche of many a teacher.

It is, however, difficult to resist the demand for personal promotion. A Vice-Chancellor resigned because the Chancellor did not approve of the scheme. It is an issue on which all groups of teachers are united, as all stand to gain in the long run. On the conceptual level, it has some commendable objectives in view; ideally, it seeks to encourage a teacher who is a victim of circumstances or situations. It will achieve its avowed aim if it is modified and introduced in varsities with utmost care and in exceptional cases.

A teacher be considered for merit promotion when he crosses the last scale-point and was qualified to hold the higher post more than five years ago. It should not be a mercy chance for automatic "elevation" of the "rejects" and

idlers. This scheme has relevance in old universities which have at least 20 years standing, as there alone the problem of "rotting" arises. A person thus promoted should not enjoy any other "status" in the varsity working because his post is elevated so as to compensate him for monetary loss.

Then, we should evolve a system of continuous assessment of a teacher's work in which the Association of Universities and the UGC should also be associated. His contribution, as a teacher, as a researcher, and as a member of the institution and the community should all be taken into account. We should make our teachers work and grow and ripen so that each today finds them farther from yesterday.

II

Now some Varsity Boards have recommended abolition of the system of rotation of heads of departments and suggested the appointment of regular deans and heads. These are key positions, particularly in Agricultural Universities and personnel manning them wield tremendous power. Some Universities have introduced the rotation system and worked it for sometime. Therefore, it is important to consider the entire issue keeping in view the objectives and rationale of each pattern.

In the seventies, demand for democratisation of higher education was emphatically voiced in many countries. In India, too, this idea caught the attention of our educationists and educators. For example, in his book entitled *Restructuring the University* (1977), Dr. V. Rama Murthy dwelt on the merits of the system. All teachers in the University being equally qualified, deserve headship, he argued. Then, there is a growing need to decentralise administration and share power as well as responsibility.

As Bernard Shaw points out, power corrupts a man, and absolute power corrupts absolutely. A man who heads a department till retirement often tends to monopolise everything and stand in the way of others. More often than not, teachers at the lower rung are more capable, efficient and hardworking, but none cares for them. "Head" is in everybody's head. There are instances when teachers headed departments for decades and did only two things: attended the seminars and conferences themselves, and neither supervised research nor allowed others to grow or guide research at the doctoral level.

On the face of it, such arguments sound convincing but on a deeper consideration, would reveal their weaknesses.

However, just rotation of headship will not solve the problems. The concept of democratisation is all right, but some sort of hierarchy has to be kept. We are what we are, and as the play *Dear Brutus* (by James Barrie) shows, somebody has to be the leader. If some people make hay while the headship shines on them, the fault lies not with the system but with individuals, who should be suitably dealt with. Power tends to spoil people. But then the very

rationale behind the rotation system is an urge to acquire power. Furthermore, it invests, "thrust", power even on those who otherwise never deserve or attain it.

The rotation of headship also creates some other serious problems. It sows seeds of tension, favouritism, groupism, and campus politics, and vitiates the academic atmosphere. "And you know, how things go in the academic world these days--campus politics, nepotism, pressures, flattery and what not. So the best thing would be to get ready for the worst."

Besides, the new system ensures little growth or continuity of traditions. Whatever one head establishes or achieves in terms of growth, the succeeding will try to demolish. And nothing substantial or tangible can be done in two or three years, especially when one starts with a different approach altogether. Very frequently the changes effected are offshoots of whimsical or "opposite" thinking. In the process, poor students and scholars suffer.

In practice, the idea of rotation does not seem feasible on two grounds. First, it is not the practice in other departments or institutes in the country. We don't have this system for instance, in any State or Central Government departments. Second, it is very inconvenient, if not embarrassing, for the former Head to merge his identity and work under his junior colleagues. There is an example of a senior teacher who never attended any departmental meeting when he ceased to be the Head. Then, one does not learn academic or educational administration by trial and error. In this context long experience of seasoned teachers in responsible positions can be the only guiding principle.

The example of advanced countries like the USA, is cited in support of the new system. But the American system of higher education is altogether different, and we can't have the best of both the worlds. There is a contract system for teachers, and during their whole career "hire" or "fire" is the only consideration. After every term a teacher is evaluated at four levels--by himself, by his students, by peers, by heads and deans. Whenever he is graded 'poor' consistently by his students, no power can keep him in the institution. Furthermore, in America "heads" (they call them chairpersons) are elected for a term and frequently senior teachers are not inclined to contest for the job. Mostly younger teachers head the departments. But in a country where all teachers are permanent and where every Tom, Dick and Harry wishes to be at the top, such an arrangement cannot work.

The system of rotation is, indeed, at the experimental stage in our country. Some Universities are operating it, others are reluctant to introduce it. Then some are keen to take headship up to Readers, whereas others favour a wholesale rotation up to lecturers. In some Universities Heads have been designated as Chairmen (as if there is something in a name of the post), whereas a few others have constituted departmental councils as suggested by the University Grants Commission. But despite these changes, many departments

are not functioning properly which clearly shows that the solution to the problem lies elsewhere.

Though the abolition of the rotation system may generate a controversy, there is no way out. Even many lecturers and readers won't like the system, as and when they rise to the status of professor.

In the present situation, however, we can do only two things: first, we have to overhaul completely the recruitment process so that we have the most meritorious persons as University teachers. Positions in the temples of learning should be won, deserved and not manoeuvred. Second, the power of Heads of departments should be curtailed so that the 'Head' may not matter much. The departmental committees should be streamlined, and, whenever possible, students representatives should also be associated with these.

There should be annual evaluation of teachers' work by the UGC or the Association of Universities or a Board constituted by the Vice-Chancellor. At present the problems seem to crop up because our University authorities have no accountability in terms of class-results, research guided, papers published, and have no "efficiency bars" or "assessments" to cross. Mere change of a system will serve no significant purpose.

As G. B. Shaw observes: "Good people make good laws, but good laws don't make people good." A hard worker should be rewarded and a shirker punished, no matter whether he is a head or a tail.

8

Autonomous Colleges

Our new policy on education seeks to revamp the education system at all levels. The system has been well-planned and thought-out at various stages, and the schemes formulated to realise it are both systematic, concrete and practical. Of course, much depends on the implementers at the grassroots level. In a way, the new education policy embodies the quintessence of major convocation addresses given after 1947 and the recommendations of education commissions and committees constituted in India from time to time. Autonomous colleges and Navodya Vidyalayas are some of the effective ways to implement vital recommendations in both letter and spirit.

The Education Commission (1964-66) examined the functioning of the college-affiliating system in India in detail. It was felt that after the Independence of the country, we should have a system keeping in view the needs of our society. Now the educational institutions are regarded as a viable instrument of change and development in the society. More importantly, some problems and situations call for prompt decisions. The Education Commission (1964-66), therefore, recommended the formation of autonomous colleges. "Where there is an outstanding college or a small cluster of very good colleges within a large University which has shown the capacity to improve itself markedly, consideration should be given to granting it an autonomous status. . . . We recommend that the provision for the recognition of such autonomous colleges be made in the constitution of the Universities." This need was felt more and more as expansion in higher education took place and several Universities in the country could not provide effective academic leadership to the affiliated constituent colleges.

In the 'Programme of Action on National Education Policy (1986),' the scheme of autonomous colleges was duly emphasised. It was observed that the affiliating system is too rigid and inflexible -- it hinders change, reforms, experimentation and leads to stagnation. Also, among 5500 colleges in the country, some are outstanding, many average, and so many, "sick" institutions. Why not recognise and encourage the good ones like model or lead banks in the area? The programme of action, thus, calls for acceleration in the process of granting,

autonomy. "The system of affiliated colleges does not provide autonomy to deserving colleges to frame curricula, courses of studies, or their own system of evaluation."

Autonomous Colleges give an opportunity to the teachers and students to make innovations, utilise their creative talent, improve the standards of teaching, examination and research and quickly respond to social needs. Extension service and field work is an integral part of their curriculum. Their objectives are higher standard in education, accountability and national integration. They seek to create multiple points of accountability, considerable decentralisation and flexibility. The target is to develop 500 Colleges into autonomous institutions by 1990. As the 'Programme of Action on National Education Policy (1986)' states: "It is envisaged that about 500 Colleges should be developed as autonomous colleges in the seventh plan and the existing affiliating system might be replaced in the long run." So far 87 Colleges have been granted autonomy, many others are being considered. The Central Govt. and the UGC are keen on the issue, as such institutions can be viable instruments of social change and make for speedy and effective implementation of various aspects of national policy on education--vocationalisation, restructuring of courses, delinking of degrees, non-formal education, national testing systems, linkage of higher education with national development.

The autonomy envisaged is in the academic area so as to achieve higher standards and have greater creativity and activity in the future. Such an institution has freedom to determine its own courses of study and syllabi, and prescribe rules of admission (within the framework of the reservation policy of the State Govt.) and finally evolve methods of evaluation and conduct examinations.

The parent University supervises its overall working, but it is *fully accountable* for the content and quality of education it imparts. The Universities, however, help the autonomous colleges to develop their academic programmes, improve the faculty and provide necessary guidance through participation in different statutory bodies recommended for such institutions.

The governance of autonomous colleges is an important aspect. The UGC recommends following statutory committees to ensure proper management of academic, financial and general administrative affairs:

(i)   The Governing Board of Management;

(ii) The Academic Council;

(iii) The Board of Studies.

The Governing Board will constitute three committees: Appeal and Grievance Committee, Finance Committee and Planning and Evaluation Committee. The Academic Council of the college will constitute the following: Admission Committee, Examination Committee, and Library Committee.

It is to be stressed that autonomous institution is not a local affair. It provides for adequate expertise and representation from outside through active participation in various committees. For example, the UGC recommends the following composition of the Governing Body:

1. Three members to be nominated for a period of two years by the Trust/ Management of the college of whom one will be the Chairman.

   (The person so nominated shall include at least one outstanding educationist/Scientist/Jurist/Management Expert).

2. Two Senior-most teachers of the college to be nominated in rotation according to seniority, by the principal for a period of two years.

3. One nominee of the University not below the rank of Professor:

4. One nominee of the State Government: and

5. One nominee of the U.G.C.

6. The Principal of the College.

The Academic Council has some students also as members. Its recommended composition is as follows:

1. The Principal;

2. All the Heads of Departments in the College;

3. Four teachers of the college representing different levels of teaching staff by rotation on the basis of seniority of service in the college;

4. Not less than *four experts from outside* the college representing such professions as Industry, Commerce, Law, Education, Medicine, Engineering etc., to be nominated by the Governing Body/Board of Management of the college;

5. *Three nominees* of the University;

6. One representative of the State Government;

7. Two Post-graduate students, two Under-graduate students, One each representating major disciplines and one outstanding sportsman/woman of the college to be nominated by the Principal on the basis of merit; and

8. Office Incharge of the College.

In the same way, the Finance Committee comprises the following members:

1. The Principal;

2. One person to be nominated by the Governing Body of the College for a period of two years;

3. One senior-most teacher of the college to be nominated in rotation by the Principal for two years;

4. One nominee of the University.

And the recommended composition of Planning and Evaluation Committee is

as under:

1. The Principal of the College;
2. Two Heads of Departments to be nominated by rotation, in order of seniority by the Principal;
3. Two Expert *nominee of the University*;
4. One Expert *from outside* the college/University to be nominated by the Governing Body/Board of Management;
5. Librarian of the college;
6. One teacher other than Head of Department to be nominated by rotation in order of seniority by the Principal;
7. One non-teaching member of staff to be nominated by rotation in order of seniority by the Principal;
8. One Post graduate and one Under-graduate student to be nominated by the Principal on the basis of academic performance; and
9. One outstanding sportsman/woman of the college.

There are several areas where proper preparation is necessary if college autonomy is to be implemented successfully. These are: Staff preparation, departmental preparation, institutional preparation, preparing the students, the community, and so on. Principals of autonomous colleges are oriented, and intensive training is provided to teachers in areas including objective of such institutions, innovations in teaching, examination system, linking of their creative activities with societal needs through surveys, research and extension service, chalking out thier academic projects, financial and administrative management. They are expected to strictly adhere to the code of professional ethics recently evolved by the UGC.

In case of "men", "methods" and "money", human resources matter most as they use both methods and money. However the UGC provides 100% assistance to autonomous colleges. These colleges are also free to get financial support from other agencies like the ICSSR, ICAR, CSIR, ICHR, etc. for their projects. The UGC provides adequate financial support to autonomous Colleges to meet their additional and special needs. The assistance to meet additional needs is payable on yearly basis as a block grant which is non-lapsable and is termed as normal assistance. This assistance will enable the college to meet the expenditure involved on items such as:

1. Additional faculty including visiting faculty;
2. Additional administrative/laboratory/library/staff;
3. Redesigning of courses, development of teaching and learning material, organisation of workshops, seminars, orientation of teachers, faculty exchange and participation of teachers in conferences;
4. Examination reforms, development of question banks, etc.

5. Provision of Audio-Visual aids (TA, VCR, Video-cassettes);
6. Development of monitoring instruments and evaluation guidelines;
7. Improvement of laboratories;
8. Strengthening of libraries;
9. Cultural activities and sports;
10. Procurement of office equipment.

The following is ceiling of normal assistance:

(a) Under-graduate level only

i)	Arts/Science/Commerce	Rs. 4.00 Lakhs p.a.
ii)	Arts, Science and Commerce	Rs. 6.00 Lakhs p.a.

(b) Both Undergraduate and   Rs. 7.00 Lakhs p.a.
postgraduate levels

(This normal assistance is for autonomous colleges offering not less than 10 programmas at the undergraduate level and 6 programmes at the postgraduate level.)

For special needs of the autonomous colleges, assistance in respect of buildings, major equipments, laboratories etc. is provided to them on the merit of each case.

In addition to these, these colleges are also eligible to receive grants for research, book writing, COSIP, COHSSIP etc.

The colleges in the hilly/rural areas and the women's colleges require improvements and changes in the curricula to make them more relevant to the needs of the people of these areas. They will be provided financial assistance to encourage such developments and the UGC will go out to develop the movement towards autonomous colleges in these areas.

For the following schemes of UGC, operating in autonomous colleges separate assistance is available:

1. *Maintenance and Coordination of Standards*

   Restructuring of Undergraduate Courses,

   Colleges Science Improvement Programme (COSIP); College Humanities and Social Science Improvement Programme (COHSSIP); Examination Reform.

2. *Development of Colleges*

   Assistance to Arts, Science, Commerce and Multi-faculty colleges for the development of undergraduate education during the Seventh Plan.

3. *Faculty Improvement Programmes*

   Seminars, Symposia, Summer Institutes, Workshops etc.
   Research Scientists;

Teacher Fellowships;

Career Awards;

Research Associateship;

Adult Education and Extension (Point No. 16 of the New 20 Point Programme);

Population Education;

Planning Forums;

Women's Studies;

Coaching Classes for competitive examinations for weaker sections/minority communities; and

National Integration Programmes.

Employees and teachers continue to be governed by their own terms and conditions of services. Additional staff is provided by the UGC. The status of autonomy is initially granted for a period of five years. But a review is undertaken after three years by the parent University with the help of a competent committee.

The exercise includes comprehensive monitoring and evaluation, both external and internal. If it is found, after careful scrutiny, that the standards are declining, the autonomy can be revoked. In the States where all Colleges are autonomous, accreditation (autonomy) has to be re-earned after every five or six years. Indeed, the autonomous institutions have to justify their existence continually; it is the honour which has to be continuosly earned and deserved. It is both a challenge and an opportunity to do something worthwhile. In the first phases, it has been observed, many autonomous institutions are operating several need-based courses and doing very well.

There have been several discussions on the scheme. Some of the problems and doubts about the viability and functioning of autonomous colleges are as under:

1. A tendency to award high marks varying, local standards, fear of violence.

2. A feeling among the staff that the teachers are heavily worked on, a problem with a few existing incumbents at times.

3. Apprehensions in introducing innovative schemes as their end products may fall out of the mainstream; fear of discrimination.

4. Misunderstanding about the kind of autonomy.

5. Misgiving about the ability of the faculty members and principals to implement it successfully.

6. Fears about the "absolute powers" given under autonomy to the management, the administrator and the teacher.

7. Doubts about its acceptability by students, and the public, the question of "elitism."

8. Varying standards within a university.

9. Some State governments are reluctant to take the revolutionary step, as *sweeping powers could be misused*. Some Universities, too, do not want to *lose their* best colleges.

10. Less remunerative work for teachers, possible discrimination in other university assignments.

11. Relationship between newly appointed teacher/staff, and the old ones; delays in appointments, in getting grants.

12. In case of selective admission, what about the left-out students? Where would they go? What about evening shifts/Colleges?

It is found that most of the fears are imaginary and ill-founded. The innovation has many in-built checks, inherent merits. However, the following suggestions may be made for its success.

1. Greater measure of direct link of the UGC with the recipient colleges, alonqwith work through the Universities; representation of College Principals and teachers in various committees/bodies of the UGC/National Commissions, Teachers, Commissions, State Hr. Education Councils, Senates, Executive Councils, College Development Councils, parent University bodies/central financial and academic guidance/assistance giving agencies. That will not only encourage planning at the grassroots level but also ensure right, realistic feed-back, adequate initiative and involvement at all stages in the system.

2. On selection basis, autonomy should be given.

3. Teachers should be motivated to use their academic freedom.

4. There should be a limit to the number of students admitted.

5. Universities should change their attitude--a relationship change is needed. A University should not mean the University campus only.

6. The Government should provide additional grants-in-aid in each case.

7. There should be a local Govt. nominee on Finance Committee in case of Govt. Colleges.

8. Burser/Office Superintendent should be an Ex-officio member of the Governing Body.

9. Establishment of Institute of Higher Education planning and development, State Councils of Higher Education which should work as R&D and Training Wing of the University Grants Commission.

All the revised guidelines given by the UGC are suggestive, and Universities and autonomous colleges could adopt and evolve alternative strategies with a view to implementing the salient features of national policy on education. These colleges provide fields for sharper focus and closer grasp to pool together our expertise and resources, and pave way for national integration.

The ideal of autonomy could be better, appreciated and adequately imple-mented through a participatory and pragmatic approach between the State Government, the University on the one hand and the UGC and Autonomous Colleges on the other.

9

Campus Scene and Education

Of late many colleges and universities have become arenas of strikes and demonstrations. There was a time when our society was allergic to such disruptive actions, but now it seems to have reconciled itself to. Most of the universities have encountered troubles. The things have gone to the extent that some universities figure in the derogatory news items only. At times, the academicians try to brush it aside by calling it a universal disease. But it is time to analyse in detail the problems these once seats of learning are facing. Every institution seems to have now developed a 'cancer' of its own type. Some have student unrest, others teacher unrest.

The recent happenings have also shattered some of the old myths. For instance, it was held that the proper student-teacher ratio would tone up the standard of education. But in most of the newly-opened universities, this ratio is adequate; and still there is no healthy rapport between the teacher and the taught. Lack of library facilities, separate rooms for teachers, faculty houses, enhanced scales etc., were the demands repeatedly stressed in seminars and conferences. However, despite the fact that these demands have been met, there is hardly any improvement in the standard of teaching. Today, the most challenging assertion seems to be, *"Show me a Professor reading in the library room* discussing literature in his room and earn one thousand rupees!"

A Vice-Chancellor had to face immense resentment and opposition when he made it essential for every teacher to publish at least one research paper to earn the annual increment. Ultimately, the Vice-Chancellor was ousted.

There are three main yardsticks to grade a university teacher--his educational qualifications, standard of teaching, and research competence. In this context, students matter most as he exists solely for their sake. However, in the prevalent conditions, the 'seniority' and the 'contacts' seem to be most effective. Consequently, some do everything except teaching and doing guiding research.

The entire educational pattern is torn asunder when, instead of the students, teachers and employees become the centre of concentration. Paradoxically, students are dragged in every issue for selfish interest. If an employee is punished for his objectionable activities or idleness, students are asked to plead his cause. Research grants are sometimes used to visit in-laws. A cursory glance at the resolutions passed by various teachers' bodies from time to time would show that these have no relevance to the welfare of students.

We forget that our colleges and universities exist for students. And the question of 'autonomy' is raised if somebody tries to make any significant suggestion. Instead of contributing something tangible in their own field, some work day and night to collect information about facilities given to their counterparts elsewhere. But they conveniently overlook achievements and work done at the national or international level by their counterparts in better Universities.

Recruitment of the right type of people and admission of deserving students to colleges and universities is the only way out. No doubt, merit would be the sole criterion, but it is difficult to achieve this. Perhaps, UGC should evolve a reasonally foolproof formula to decide merit, and college and university teachers may be asked to get their work assessed. Whenever vacancies occur, these graded persons may be considered and screened further. For various positions, experts in the area should be appointed in the general interests of the students. Either UGC or the Union Public Service Commission should make appointments of teachers in the universities. There should be a provision for inter-university transfers or teaching positions should be offered only on contract basis.

Various bodies of teachers and employees naturally come out with new demands, every now and then. They should also pass some resolutions which insist on punishment to the erring and incompetent people. The hard-working teachers should be given all benefits and encouragement, and the strikers and dullards punished. This should be particularly done at the university level where teachers are expected to achieve distinctions at the global level.

Various educational activities on the campus should keep the students and teachers busy in a fruitful manner and canalise their energy in the right direction. But in some places, 'youth festivals' are becoming a thing of the past, 'convocations' are arranged once in five years, and competitions or distinctions at the varsity level are unheard of. Most people remain busy in campus politics, inculcating in themselves inordinate pride and prejudice. There exist a 'caucus' everywhere, so as to scuttle merit and throw out eminent scholars. These groups have only two objects in view--to accommodate their relatives, and to pave way for their own promotions by hook or crook.

Promotion is every worker's right provided he deserves it. One can shift to any university for this purpose. But that requires hard work and solid contribution.

When a very competent candidate is stuck up owing to lack of post and he has crossed the scale limit many years earlier, the promotion may be effected by creating a temporary post for some time. But liberal attitude towards the sub-standard candidate would create numerous administrative and academic problems.

Teaching has to be judged in terms of distinctions achieved, work done, and not in terms of a long life of an oak tree. A study of the annual reports of a few universities indicates that some people contribute nothing by way of research, teaching and professional growth. In case of some, knowledge of their subject is "extremely poor".

Most of our universities are victims of internal diseases. It is wrong to blame others or the outside interference for one's own acts of ommission and commission. A huge amount of money is being spent on these institutions. But mutual jealousies, heart-burnings and internal feuds, hot races for examiner-ships etc., have converted many of the institutions into battle-grounds. And curiously enough, students are often not at the bottom of the mischief.

However one need not be pessimistic. Though a few 'elders' try to vitiate the academic atmosphere, the same element among the youth is coming forward to fight the evil on the campus. The patients have become cautious as many selfish doctors cannot look beyond their noses. The tendency to include students in all bodies is a step in the right direction.

The basic causes of trouble on the campus are different in different regions. It is advisable to institute case-studies of individual universities. An all-out effort should be made to identify and remove the factors that hinder the smooth functioning of these institutions. It is time to close down the 'sick' universities or at least not to strengthen the forces that retard their growth and development.

As Ahilya Bai had shown by personal example, many of the ills could be removed if we put right people at the right place and make shirkers realise their faults.

II

We have in India our 5 lac primary schools, over 7 crore students in them, 70% girls. A major portion of the budget allocated to education was earlier spent on higher and university education. Very frequently a meagre amount was left for primary education: 40 per cent of the total budgetary allocation for education in 1950-5, 28.5 per cent in 1955-56, and only 30 per cent in 1980-81. Now it has been realised that a greater stress on primary education would lead to better results and national uplift. In the first year of Operation Blackboard, 40,000 primary schools were identified for the provision of essential, basic facilities. In the second phase commencing in 1989, more than 1,20,000 primary schools are being covered. We should procure sufficient funds for the develop-

ment and revamping of elementary education in the country. The new policy on education envisages universalisation of primary education and adult literacy by 1990.

Education should bring out the best in man and enable him to solve socio-economic problems; it is certainly for the instruction and entertainment of mankind. Primary education comes nearest to fulfil these obligations. The pursuit of higher education and research seeks to add to the existing critical scholarship in the area. However, in a developing country where literacy percentage is 29.31, where 55 per cent of all illiterates of the world reside, where operation blackboard in several phases is a *sine qua non*, where 36.12 per cent people live below poverty line, basic necessities of life are, indeed, much more important and pressing. The elementary school education is mainly concerned with the primary needs of the masses.

In terms of research and higher education, too, several varsities in the country have not made appreciable headway. For a bare strength of 1000 students, budgets to the tune of crores are allotted. But, nevertheless, the quality of instruction and research on the campus is woefully poor. As the annual reports of various universities confirm, research activities on the campuses are at the lowest ebb. Mere physical attendance at literacy conferences or seminars on the university expenses or publication of "reviews" and articles in self-paid or ordinary papers or own varsity publications does not constitute worthwhile research. How many persons are engaged in outstanding reasearch? How many of them are quoted in scholarly journals in India and abroad? Although happy exceptions are always there, by and large, many of them are awfully busy with Bosolian activities, leaving poor students, scholars and the general public to their fate.

The quality of teaching in several Varsity departments has also deteriorated. At times only "cheap notes" are read out in classes. There is no check, no inspection, no sense of individual accountability. The concept of autonomy seems to have been misinterpreted. One survey has shown that in some Universities there are not even 100 teaching days in a year. On the other hand, our campuses are increasingly becoming arenas of unrest and recurring trouble. Perhaps only a few Varsities should register scholars for research, and all others should concentrate on post graduate and under-graduate teaching only.

The baffling problem of unemployment stares us in the face. According to one survey, by June 1979, 1.43 crore job-seekers were registered with the 546 Employment Exchanges in India. And their number is estimated to be going up at the rate of 13 per cent every year. In September 1980 alone, 5,125 applicants were registered in the Regional Employment Exchange, Chandigarh. It had on its live register 60,394 applicants, including 2700 highly qualified persons. There are about forty million registered unemployed in the country. And we will have two-thirds of the world's unemployed by 2000 A.D., at 100 million.

The number of the educated unemployed has increased from 12 lac in 1966 to 50 lac today with the highest percentage in states of Bihar, West Bengal and Kerala. The country has over 5700 unemployed engineering graduates, over 4000 unemployed ayurvedic doctors. As *The Statesman* observes: There does not seem to be any correlation between higher education and country's manpower needs, nor any interaction between industry and University, since almost a fifth of the 1.67 crore educated unemployed at the end of 1987 had post graduate and graduate qualifications. Our Universities working on traditional lines aggravate the problem by providing at huge cost unwanted, largely unemployable, human material. We should thus encourage only these institutions which operate professional and vocational courses and restructuring of courses, and organise preparatory classes for competitive and entrance exams, computer application, socially relevant, and employment-oriented programmes.

We could avoid wasteful or unproductive expenditure in many areas. This could be one of the main thrusts of eighth five year plan. Instead of opening new Universities, we have to consolidate our gains. We may go in for high technology and postgraduate classes in colleges. The "sick" Varsities or Boards which "specialise" in huge deficits and student and teacher unrest, should be closed down. Study centres of Indira Gandhi National Open University and centres for correspondence courses should be created region-wise, so as to avoid duplication. There should be uniformity in regard to pattern of education, examination. syllabi at least in Universities located in the same region. An all-out effort should be made to cooperate, consolidate and put together our resources and expertise and spend much money on students and not on palatial buildings of brick and mortar. For a Varsity with 1334 students on the rolls, a "superstructure" called Library Block built with crores of rupees is a white elephant. Some Varsities have been reduced to the status of examination conducting bodies with late examinations, inordinately late results as their outstanding highlights. In the present context, we need a larger, zonal base for testing purposes: more and more colleges could be affiliated to just one Board or University whose only aim is to conduct examinations. In this respect we may follow the pattern adopted by Central Board of Secondary Education (CBSE) in the country.

Despite earnest efforts, University education in India has not contributed much towards the rural uplift as it tends to be confined to big towns only. It hardly touches the common man in the village. The primary education thus deserves greater attention and patronage. Of the ten million jobless people in the 15-59 age group, 6-7 million are living in villages. Indeed, India lives in villages (in 1981, there were 5,57,187 inhabited villages in the country), where elementary schools constitute a vital unit and a viable nucleus. As we did not lay due emphasis on primary education, most of the money earmarked for the comprehensive rural development in 1979-80--over 75 per cent of Rs. 500 crore--remained unutilised. Added facilities of Elementary education will also help in reducing the drop-out rate. At present it has been estimated that only

between 32 and 35 percent children in villages complete their five years of education when they attain about 11 years of age.

At the primary stage students are just children, in the impressionable period when right type of impressions can be inculcated. For A. Pope, it is the most formative period;'Tis education forms the common mind, Just as the twig is bent, the tree's inclined. As Mahatma Gandhi points out in *My Experiments with the Truth*, impressions and convictions acquired in childhood go down deep in one's psyche. It is the time when a child's personality is formed, when he needs maximum care and caution. At this stage he can learn once for all the significance of virtues like self-help, honesty, integrity, moral and human values, and so on. Many problems in higher and University education would automatically be solved if we first reform primary education, provide it a sound and firm foundation.

In the final analysis, we need students who want to study and teachers who are keen to teach. In our seats of higher education many students are haunted by the ghost of unemployment, and many elders, like Bacon, bother about self-advancement alone. Consequently, we have unquiet campuses. But strikes or demonstrations in primary schools are unheard of.

10

Evaluation and Merit

I

May and June in India are the months when teachers examine students' scripts and decide their grade and fate in the academic world. During these hot days they work hard instead of relaxing at some hill station. One is sad, if scripts are not allotted to him for valuation and sadder when it is done. It is not at all an enjoyable experience to evaluate the scripts. If you read the answers word for word (and they say you should), two problems crop up: very few students can pass or pass creditably, and you would start forgetting English structure, construction, and grammar. Our students write awfully bad English. Here are some samples taken from answers actually written in university examinations by undergraduates:

1. "Words Worth was a love for to the Nature."
2. "In these line Shakespear express when the prience of Arragon Came to Choosen Casket."
3. "They does not compaired love and feared God and man."

Even many postgraduate students write in this strain:

1. "These lines have been taken from the Shakespear's beautiful Commedy."
2. "But the lock no find to her."
3. "Fielding does not shwn then personalati delibriately."
4. "The poet is very great and knowledge it poetry. So he write to good book is the poem."

In almost all commissions, examining boards and universities, there is a provision for detailed instructions to examiners. Some agencies send in ideal/ correct "solutions" and "Keys" to question-papers. This has two significant aspects--many instructions vary from varsity to varsity and these are kept a top secret. This is ununderstandable. In the same country or region, why should instructions be materially different? Second, why should these be not disclosed to students for their information? It is unfortunate that we do not tell students

why they fail, what they should do to get through, while a large number of them continue to fail (or reappear in all subjects) in various examinations. A cursory glance at the general fail percentages in a few annual university examinations in 1983 will show the extent of the national wastage involved in the process:

Class	Pass (Per cent)	Fail (Per cent)
Pre-Engg.	40	60
Pre-Medical	51.33	48.67
P.U.C. (Science)	34.10	65.90
B. Com. III	44.71	55.29

This wastage could be avoided if many workshops are conducted to examine in detail the answers of the students and students as well as teachers are made aware of the mistakes or blunders committed. Both students and teachers are to look inward, do some heart-searching and make for more effective teaching-learning process. Such a research project would definitely be more useful to the students community than scores of M. Phil. or Ph. D. dissertations on (say) the sentimental comedy or the restoration drama. In this sphere some commendable work has been done by the National Council of Educational Research and Training. Also, reports of examiners' workshops organised in various disciplines by the Central Board of Secondary Education New Delhi, are most revealing and interesting. Its "Examiners' Reports" are quite dependable guides. However at the university level no significant work has been done in this area. Here "Examination reports" are more or less a formality, and these are generally thrown into obscure shelves to gather dust. Consequently, most of our students continue to drift and share the fate of Robert Bruce. And owing to the introduction of the revaluation system, our varsities tend to become merely examining bodies - two examinations a year, two revaluations, even in the annual system - leaving very few working days for the students and the teachers. The Guru Nanak Dev University, Amritsar has decided to have 180 teaching days a year in colleges. In practice we do not have even a hundred working days.

Examination reforms have been stressed from time to time by the University Grants Commission. However our educational structure is very vast, more than two million students enrol themselves every year in India in 156 universities. An overview of patterns followed in our varsities indicates that there is in general little uniformity or specific emphasis on innovations. Some varsities award a pass for 35 per cent. A continuous internal evaluation has been introduced by 74 universities, question banks by 21, grading by 46 and semester system by 69. The instructions given to examiners are also amusing. For instance, here is one: if the examiner feels that the pass percentage falls below 50, he should contact the Registrar at once. One wonders what the poor Registrar can do in this matter. Strangely enough, we harp on examination reforms instead of going in for effective teaching and learning.

The examiner also feels that many times the "answers" reproduced in the university examinations are not based on class-lectures, as students often read only cheap "notes and guides." However, when a few of them write answers based on lecture-material, the results are all the more disappointing: these are dull, drab and identical, and naturally dubbed, as mugged up material. At times candidates are inclined to include even irrelevant details, un-asked facts, the s uff our class lectures are usually made of. In any case, our students do not know what precisely constitutes ideal answers. Naturally, they find themselves on "a darkling plain, where ignorant armies clash" and get defeated. Our teachers should indeed, drive out "guides" and "notes," otherwise these publications will drive them out, hurling them headlong.

II

In some Universities students have been demanding a system of examination which provides for re-evaluation of answer books, in others it already exists. The issue has drawn considerable public attention now, and this is a major demand of students associations/unions in some campuses. The Central Board of Secondary Education does not approve of it. We may examine this pattern, keeping in view the methods adopted to evaluate and reevaluate scripts in our Varsities.

Let us examine the process usually gone through in case of first evaluation of answer books. The sub-examiner grades these, and the Head-Examiner, if any, issues instructions, approves of the standard of his marking. Therefore, he scrutinises a few answerbooks, usually 10% of the whole lot, to maintain uniformity of standard. An assistant (who is of examiner's status) checks totals, etc. and the result is sent in. This method has been operated for a long time now and, strictly speaking, there is nothing wrong with it.

In case of re-evaluation different systems are followed in different regions. In some Varsities the scripts are re-evaluated by two new examiners and the mean is taken as the final score, whereas in others the average of the first and the two newly appointed examiners is considered for the final and fresh assessment.

Those who favour the provision for re-evaluation put forward three main arguments. First, evaluation of a script by different examiners sometimes tends to be downright subjective. Secondly, experience has shown that very often through re-evaluation the score undergoes a change to an unexpected degree. Third, when a student is not satisfied with the award, he has every reason to get his scripts reconsidered because on it depends his entire career. It is particularly relevant in case of merit as well as border cases--they lose division or distinction or fail by just a few marks.

That there is some validity in the scheme of re-evaluation is evident from the fact that more and more Universities/Boards of school education are

introducing it. The number of students who opt for it is also considerably high. But, nonetheless, there are some inherent problems or limitations in the system itself, and the root of evil does not necessarily lie in the examining process but in some other aspect of the system.

It is true that evaluation, like criticism of a work of literary art, is at bottom personal. However, the re-evaluation also makes allowance for the same loophole. Examiners won't become objective at the time of re-evaluation. If sometimes re-evaluation has revealed marked difference in awards, it does not necessarily imply that the first evaluation was wrong -- may be the second was incorrect. Moreover, if the first judgement was wrong it must be so in case of all scripts evaluated by that particular examiner. What is the remedy for that? It is also difficult, if not impossible, to convince the unsuccessful candidate that they deserve a failure. Truth is bitter, but facts are facts. And it is worthwhile to present them as such. The salvation does not lie in repeated evaluation of the scripts but in asking the candidates to study hard and make for their deficiencies in various subjects.

This provision also leads to two other complications. Only those students--who constitute a fraction of the whole student community - apply for re-evaluation, who get lower marks than they expected. What about those who have, by the same anology, obtained more marks than they hoped for? Nobody will opt for re-evaluation in such cases. It however, can't be taken for granted that only students getting low grades are victims of wrong evaluation or subjective judgement. It is also not feasible to declare results for re-evaluation, (as the examiners have to be well-qualified) well in time. There are usually two (if not three) University/Board examinations a year which mean two times evaluation, two times re-evaluations. And when the results are delayed, for one reason or the other the very purpose of re-evaluation is defeated. In fact, it becomes a bane and often stands in the way of students' studies.

The problem is very serious and requires immediate consideration by the University or examining authorities. One way out is to re-amp the examining process at all levels right from formulating the syllabi to evaluations of scripts. It is suggested that the existing pattern of question-papers should be suitably modified. Recently Tamil Nadu Government had to withdraw the mode of objective type papers as these encouraged mass copying. The essay-type questions, though indicative of several things, test-items, on the other hand, leave much scope for subjective grading. Perhaps the best thing is a synthesis of the two--to have usually three kinds of questions in a paper - the objective, short answer type, and essay-type. One can learn a lot from the pattern of question papers designed by the Banking Recruitment Board, and C.B.S.E., and questions banks prepared by the Association of Indian Universities. The entire system of examination has to be restructured so that in evaluation there is no room for "land-slide" variations. Where the re-evaluation indicates serious "blunders", the responsibility should be fixed and the erring persons should be

sternly dealt with.

In this context the pattern followed in the US Universities (like George Washington University, Washington, DC) is meaningful. There the teacher finally grades his students on the basis of assignments, quizzes given and performance in the class. He keeps records of everything so as to defend the position in case there is any demand for re-evaluation. There students also evaluate a teacher, and one of the columns includes information on grade expected and grade obtained. At times one discovers much difference between expectations and achievement, because (in the words of Robert Browning) "What act proved all its thought had been?" We tend to think that we are not getting what we deserve. It is human psychology, so finely referred to in "An Astrologer's Day' by R. K. Narayan: "In many ways you are not getting the fullest results of your efforts." However, there has never been a demand for re-consideration or re-evaluation of the grade.

Once introduced, the provision for re-evaluation cannot be easily withdrawn. It need not be. However, if the examining process is thoroughly overhauled, laying due stress on speed, exectness and accuracy, it will automatically become unpopular with the students.

III

Merits and positions in examinations are good things, though at times they unnecessarily inflate the ego and create a "complex" in the recipients. Somebody should undertake a research project on the work and achievements of toppers in educational and professional institutions and later in their careers. What are the chief reasons for top positions or distinguished merits? There could be very many. To count a few--sophisticated methods of copying, underhand means adopted by the students or their well-wishers including some teachers and parents, their "own efforts" in the unacademic field, innate brilliance and industrious nature of students (especially girls), hard-working, committed, competent teachers/tutors, facilities and conducive atmosphere available on the campuses, subject-combinations, right or wrong evaluation "spoon-feeding" and "coaching" from examination point-of-view only, private tuitions, Course lessons from coaching acade nics, and so on. Although the analysis requires case-studies of various instit itions, we may concentrate on some of the major factors which, in general, contribute to excellence in this context.

About cases of brilliant students and competent teachers, the less said the better. Certainly, where there is a keenness to teach, everything is possible, and all deserve felicitations for excellent results. But it can be safely presumed that intelligence is not the monopoly of any region, institution or caste. Brilliant students and devoted teachers are found everywhere - though the number of level may vary. The question of "mass or merit copying" and the use of underhand means deserve our immediate attention. This menace is all-pervad-

ing, well-managed by powerful forces from within and outside. Massive crowds outside the examination centres, no matter whether it is the V standard exam or +2 or B.Sc. class exam, point adequately to the intensity of the problem. As Pied Piper to rats, examinations provide a clarion call to all relatives and well-wishers of the candidates to come out and work for the "insiders," to strove, to seek, to find and not to yield." Many of them can later boast of the "outstanding achievements" of the words, even to the prospective in-laws! Lack of entrance tests (like PMT, PET) for admission in some professional institutions (Junior, Basic Training Schools, Polytechnic, Engg. Colleges, etc.) encourage this practice. Some universities (for example, Osmania) and Secondary Boards have come out with very drastic steps and rigorous punishments for the erring students. However, the disease, born of steep fall in value-system and character, seems to have acquired an alarming dimension.

In the good olden days many students used to come home after the exams to take rest or help their parents. However, now the trend has been changed. So many remain busy with other things which involve "wheres" and "Whes" and "arrangements" where "career" is involved. Who are the examiners? Where were the scripts sent? In the country with so many Universities, deemed universities and Boards of School Education, it should not be difficult to find out correct answers to such important questions. In quite a few subjects, examiners are only half a dozen or less than that and are/be easily traceable. Indeed, what is difficult when earnest composite efforts are made and the concerned candidates (alongwith their relatives and favourite teachers) are determined to achieve the goal?

Although basic or elaborate facilities also contribute to the "merit," where even frog-dissection has not been done or all posts have not been filled up, the institution can have positions through obvious means only. In reality, its students should win last places or merit from below. It is also the teachers and the students who largely create a conducive or otherwise atmosphere on the campus. Coaching from teaching-view-point or exam view-point is also a potent factor. Some can (and do) adopt exclusively spoon-feeding, dictation and "memorising" methods, whereas others wish to impart real instructions aimed at the harmonious development of students. Private tuitions, coaching personally through correspondence in science subjects, nature of books (or guides) recommended or read by students also make a great difference. At times one hundred first divisioners are attracted (on one pretext or the other) and later when thirty or forty of them get good marks, the remaining seventy are conveniently forgotten. Their results in terms of quantity are often woefully low. However, when the big hospital does not admit serious cases, the saving percentage of patients will automatically be high. Institutions admitting largely low-grade students can't boast of these positions, yet they may be doing the real service. To admit all toppers and enable a few of them to maintain their positions in a year or so, is not a very commendable effort or service to anybody.

This, however, could be a potent means of propaganda.

Another very tenable factor. Comparative low fees and dues in University, Government institutions at times leave many students and parents uninterested. People pay more attention, become more serious as and when they have to spend much more for the education of their wards--it is a truth widely accepted. In Panjab University BA III exam this year, in the merit list of 298, only fifteen boys figure. The first ten positions in HP University BA III examination have also been bagged by girls. Whereas girls are in general, more studious and have less diversions, their subject - combinations, too account for a marked difference. Students having subjects with practicals or viva voce exams (like Home Science, Music, French, Geography, Psy. etc.) tend to have a bigger score. Who can compete with them with combinations like History, Political Science and Hindi? None, Brutus, none. To illustrate: in a college ten students get more than 70% marks in HP University BA III examination. Out of them, four have Psychology, Home Science combination, two, Geography, Home Science, two, Psychology, French, one French, Home Science and one Music, Home Science. The Central Board of Secondary Education (CBSE) has rightly introduced subjectwise position system.

Also, the nature of evaluation and examiners matter much. A student not satisfied with his score may apply for re-evaluation or re-checking. But where is the guarantee that re-checking/re-evaluation will not be subject to the factors that influenced the first evaluation? In case of a re-evaluation, twenty-one out of twenty-three candidates in one MA paper passed (and passed creditably, even one getting the top-positon), while they were failing in the first evaluation. A candidate getting 66% marks in Mathematics in BA is unhappy with her score but she does not know how in Economics she is setting a University second by obtaining 92% marks.

To get "positions" and merit places is the dream of all examinees. However, means should justify the end. Also, as Mahatma Gandhi has observed, one should not only be good but also appear good. Parents, guardians, teachers and students - in fact, the society as a whole - should do some heart searching. They should be guided by what Matthew Arnold calls their "best selves," their conscience and make an all-out effort to exercise the ghost of unfair means. Universities and School Boards all over the country should devise and introduce examination/evaluation reforms, entrance competitions and national testing systems. In any case, we should not follow the following advice of Alexander Pope:

"For when success a lover's toil attends,

Few ask if fraud or force attain'd his ends."

11

Teaching and Research

There are, broadly speaking, three types of teachers. First of all, we have those who learn by note from books and pour out the material in the classroom. Their favourite formula is: mug up, stand up, speak up and shut up. Discussions they favour not, books they read not. And when the lecture-rather "luchker"- is forgotten, they usually resort to chit-chat or ranting and raving on sleazy tactics. In their hands even a research dissertation turn out to be a mere rehash or pastiche of foreign critical material. Then, we have teachers who read a good deal and try to organise their lecture-material according to some specific, satisfying pattern. They add nothing of their own--like the neo-classical poets, their main aim is to "well-express what oft was thought." Such teachers are not very many. And in the classroom they do impress the students. The third category includes literary giants, teachers who don't read from "notes" or lecture from books but speak to the students. Their reading has become a part of themselves and they speak out, with ample clarity and confidence, their responses to their vast and varied reading. These teachers naturally rise above the common rabble, and are genuine artists in the class-room.

There are two fundamental duties of a teacher: to pass on information, impart knowledge, and to inspire the student community. It is quite easy to perform the first even through television, radio and newspapers. However, the second function is at once difficult to accomplish. How to motivate and uplift the pupils? It is indeed here that the "teacherness" of a teacher is at least; it is here that his individuality asserts. He plans his work, spells out his pattern, every year gives a purposeful orientation to his lecture-system. His 'outliner' are tangible and concrete - never hazy or wobbly. As a college or university teacher prepares students for examinations, he moulds his lectures keeping in mind the examination, too. To secure students' active participation, he raises points instead of taking resource to catechism. Teaching becomes a two-way traffic with a sound rapport, a miracle of rare device. He not only exposes the pupils to vast knowledge, ideas and thoughts, but also enables them to pass through the experience, to transform them.

The teacher offers suitable explication of texts without being dogmatic or smug. His endeavour is to encourage original and independent thinking among the pupils. Understanding being a *sine qua non* for appreciation, his emphasis is invariably on clarity and grasp of students. For example, methodical demonstration on scaning of heroic outlet, like the following, may do more than words, words of a monologue-lecture:

The Muse but served to ease some friend, not wife,

To help me thro the long disease, my life.

Pattern: unstressed syllable followed by the stressed one.

Rhyming lines: five feet

Similarly, Pope's hardling of the couplet, elimination of monotony and creation of the desired intensity can be explained adequately if we analyse the following lines **(Epistle to Dr. Arbuthnot):**

Why did I write? What sin to me unknown/Dipt me in ink, my parents', or my own?/As yet a child, not yet a fool to fame/I lisped in numbers, for the numbers came.

One may study the position of pauses (Caesura)--128 in these four lines with the help of the following table:

No. of Line	Number of houses	Position of pauses
125	1	Between 4th and 6th syllables
126	2	4, 3, 3
127	1	4, 6
128	1	5, 5

The table indicates how Pope could bring about numerous variations within the overall framework of the heroic couplet and thus remove dullness and heighten the effect.

In the same way, one may explain the sentence-patterns in (say) Hemingway while discussing his style. One may give a passage for precis-writing that contains most of the 'rules' of precis-making. A few lines given for translation in the classroom may also form a passage of some 'essay' for some class. In fact, there are one thousand and one techniques that a teacher may profitably use in his classroom. He learns these techniques and thereby grows professionally in his classroom. He solves the problems for himself. Thus the classroom teaching is a process of learning and discovering new things for the teacher as well. He feels, as Keats did on first looking into Chapman's Homer, every year he grows wiser after an experience. Hence twenty years' experience is not merely one year's teaching experience multiplied twenty times. One may speak of an ideal teacher: "Gladly would he learn and gladly teach."

Today one encounters many problems inside the classroom as well as out of it. One of its potent reasons is that several teachers belong to the first category of educators. Thus the classroom teaching becomes a hoax, "a tale told by ..." Instead of seeking lasting solutions, we tend to create baffling problems. The classroom work is termed as 'load', and is no longer, "a consummation devoutly to be wished." Of course, the teacher alone is not responsible for this mess and muddle: much is "rotten in the state of Denmark". The 'cheap notes' and 'guides', weak-kneed and fluctuating policies, disorganised society--all combine in upsetting the apple-cart of teaching. But, nonetheless, teachers cannot be altogether absolved from blame. How many of us have not lost our way "in the dreary desert sand of dead habit."

<div align="center">II</div>

Some difficulties are basic and inherent in the matter and mode of teaching in our Colleges and Universities. Generally, elementary things are taught up to the degree level. Even at the postgraduate level at times no systematic or comprehensive study of the subject is done. Indeed, the change from the graduate to the postgraduate level is more of degree than of kind. For instance, in the subject of English, instead of one we often teach five novels, instead of one, four dramas. Although theoretically the syllabus is the English novel or drama, with special reference to particular novels or plays, for the purpose of examinations the prescribed texts are sufficient. Sometimes even these are not read or taught thoroughly. Greater emphasis is placed on the critics and less on original texts. So students mostly depend on 'Guides' and 'Notes'. They frequently fail to feel the pulse of their subject, as they do not have its real grasp. Consequently, the subject is of little interest for them, because appreciation is directly proportional to understanding. The difficulty can be resolved if the courses for study are framed so as to present a logical and penetrative perspective of the subject, and in teaching maximum stress is laid on the study of texts and originality of approach.

We do not encourage independent thinking among our students. To mug up some selected answers and vomit these in the examiner's lap has become a favourite convention with them. The lack of original point of view or fresh thinking saps their critical faculty. To solve this ticklish problem, we should encourage original approach to the subject. Let the teachers give them particular subjects to think on and attempt from time to time, and examine these exercises. The students may--rather should--consult relevant books on the subjects. But, nonetheless, their thought-pattern should remain straight, original and clear. The introduction of a dissertation paper (as done in some of the Universities in India) also enables the students to think and work in the field of their choice in some detail. The perceptive or critical power, thus developed, creates a genuine research aptitude.

However, mere aptitude is not enough, though it is a great pre-requisite

for research. Many young people have a passion to do something original or new, when they are full of zest and zeal. But often their youthful energy is not canalized towards fruitful research projects, and all the enthusiasm cools down as they grow old. Hence the best period for research is young age, the time when the scholars are enthusiastic and energetic to put in hard labour. Research campaign, after all, requires great labour. It is inspiration, followed by perspiration, leading to self-illumination and jubilation.

It also involves a lot of expenditure on books, travels, field-work, apparatus, etc. And the scholars usually undertake research projects when they are also to be earning members to support their families. Nor is the research a very lucrative job. It is also wrong to embark on the projects with a view to capturing high positions in colleges or universities or getting great material gain. Primarily, research, like true art, is its own reward; and it should be pursued for the love of knowledge. The researcher, then gets immense pleasure as his work progresses, as a "new planet swims into his ken."

But the basic, material requirements are to be adequately met with. The State Governments should follow the U.G.C. patterns to sanction sizeable grants to scholars for this purpose. The postgraduate Colleges and University Centres should have 'Research Scholars Cell' to provide the researchers with reference and rare books, and suitable academic atmosphere. The scholars should also have a free access to all the prominent University Libraries in the country. In the University Teachers Homes, there should be special concessions and arrangements for scholars' studies and accommodation. The University authorities should also purchase all the books and apparatuses required by the scholars registered with them.

To be in correspondence with the living experts and writers in the field, inside or outside the country, is also advantageous. These experts are many times of solid help to the researcher. Discussion and consultations with the senior colleagues are also helpful indeed, if the scholars possess sufficient fortitude and aptitude, research projects in this country can be successfully pursued, despite all the handicaps they suffer from. They always can who think they can, no matter whether they are here or there or elsewhere. The resources might be limited, the material encouragements might be few, the facilities available might be scant, but a person of balanced outlook and deep sense of devotion to original work tides over all the difficulties. If there are difficulties, there exist their solutions, too.

To resolve his difficulties and pursue his work in right spirit some salient qualities are needed in a research scholar. First of all, he should give single-minded devotion to his work. He should be half in love with his subject; he should live in it, so to say. For example, if he is working on 'Women in Shakespeare', his motto should be--

"Let no face be kept in mind,

But the fair of Rosalind

(*As You Like It*)

"Hang up philosophy,
Unless philosophy can make a Juliet.

(*Romeo and Juliet*)

Another important requisite is the knack to put right questions pertaining to the subject of study and seek their convincing and congent answer. One is to dig deeper and deeper to solve a problem. A scholar should have sufficient time to himself, to be face to face with his problem. Regular resources to reflection and recollection is helpful. After consistent consideration and contemplation, satisfying solution to the problems often "flash upon the inward eye".

The work also requires an open and susceptible mind, ready to pick new ideas or material from everywhere. Sometimes many things thought or discovered just by co-incidence or chance prove much useful. The researcher should also be a diligent and tireless worker never afraid of hard work. According to Alexander Fleming, the key to research is "work, work, and work again". The scholar should be a person of strong courage and conviction, and he or she should be insensible and indifferent to diffidence or discouragement.

The field of one's adventure is new. The discoverer, at times, is likely to be lost in the web of his or her own arguments or assertions. It is here that sometimes differences between the scholar and the supervisor crop up. In these cases, it is very difficult to ascertain who is right, who is in the wrong, but quite often the researcher, being excited over his or her achievement or work, is more likely to over-estimate or err. Then he or she is to the supervisor what erring Emma Woodhouse is to the blunt Mr. Knightley. Supervisors are competent and capable persons who do discriminate between genuine work and trash. The safest way out is a cool and calm reconsideration and re-evaluation of the work by both of them. The patiente-searcher should weigh and consider, reconsider, and rectify. He should believe in Elizabeth Bennet's dictum: "I must not decide on my own performance." If the scholar's relations with the supervisor are cordial, the work becomes easy and enjoyable.

The execution or completion of research project should add considerably to the body of knowledge that further leads to sweetness and light in human life. Thus to think that a research degree or project will not make one better teacher or citizen is to betray ignorance of the import of research work and display utter selfishness and short-sightedness. The great scientist, Newton, thought about the cause of an apple falling down on earth instead of eating it up and moving away. His thought led to the discovery of the Law of Gravitation and, later, to a great many epoch-making inventions. In fact, to add to the existing body of knowledge is the best service that we can render to the posterity. The Research activity also develops in the scholar a perceptive and critical faculty which is of much use to him or her and to the society or world he or she lives in.

12

Youth Welfare Activity

As the Youth Welfare activities have been stressed in the objectives of all Five-Year Plans, a large number of schemes have been launched in our country. The Central Government approved a scheme of providing financial assistance worth Rs. 200 crore to about two lakh educated unemployed persons in the 18-35 age group. Under this scheme Punjab has fixed a target of helping 10,000 persons. Another Central Scheme aims at involving college teachers and students in the implementation of National Adult Education Programmes (NAEP). To begin with, it was introduced in selected colleges. The Haryana Government okayed the opening of 1,300 wholetime adult education centres as a part of the drive to end illiteracy among the rural youth in the 15-35 age group. In colleges the scope of NCC and NSS programmes has been enlarged so as to focus prominently on service to the community. In Haryana an effort is being made to accord to NAEP the status of NSS and NCC programmes in colleges. In this we could take a cue from the American system where service to the institution and community is a part of one's duty in almost every profession. For example, a teacher has to make some concrete contribution to the uplift of his college or University and do community service, besides teaching and research assignments.

We should thus pool together our resources and make a composite endeavour to serve the community. Now adult literacy programmes are arranged by State Governments, Voluntary Agencies, Universities, Colleges and Nehru Yuvak Kendras. About 91,510 centres were functioning in the country as on 1st April 1980. Some 632 Voluntary Agencies were approved so far for financial assistance for running 20,000 centres in 17 States and five Union Territories. 68 Universities and 706 colleges were sanctioned funds by the University Grants Commission for running 8,890 adult education centres. We should have the necessary expertise, essential technical knowhow from various agencies and Government Departments and create a viable network of our schemes and courses. In any case we should scrupulously avoid duplication and wastage of resources.

We have to convince the community that the schemes will help them and add sweetness and light to their lives. This work is not easy since the public often feels that at times various projects are undertaken to provide jobs only. This impression has to be removed by constructive work and personal example. Deeds speak louder than words, and people are not convinced by assurances only. For example, educators in the adult literacy centres are to establish the efficacy of their lessons to the adults. They should employ suitable techniques of teaching and imparting skills.

All this needs proper planning and designing of courses at the grassroots level, at the district and sub-division level. Only general guidelines could be given at the UGC or Planning Commission level, contents, priorities and strategies should be decided keeping in view the feedback and needs of the society. Thus all such programmes should come up from below and should not be imposed from above. All suggestions, schemes should come forth direct from the field, should be based on detailed, realistic surveys and thorough discussions with members of the community around. Also, we can't have similar or same schemes everywhere. For example, following is the district-wise literacy percentage in Himachal Pradesh. Chamba 26.02; Sirmaur 31.57; Lahaul Spiti 31.60; Kulu 33.44; Kinnaur 37.02; Mandi 37.83; Solan 40.10; Simla 42.42; Bilaspur 44.24; Kangra 48.01; Una 49.82; and Hamirpur 52.29. Obviously, we need different techniques and thrusts in respect of our adult literacy courses in our districts.

We can learn much from the pattern being followed by Open University Milton Keynes, London, as also by community colleges in the USA. They first conduct periodical surveys to ascertain the requirements of the community and thereafter design courses, programmes to meet those needs. They have nothing like the permanent syllabi, and research is directly linked with the industry and requirement. Any programme may be started if it is needed. At one time, for example, it was found that many children employ abusive language in homes. The Open University started a short-package-course on child-abuse incorporating the tone and tenor of the periodical essay. Many community education and continuing education centres in the UK also function along these lines.

This can be done with necessary modification in our country as well. For example, the constituents of socially useful productive work (SUPW) could be defined in terms of local needs and availability of human and material sources. In some areas we could concentrate on bamboo work and bee-hiving, whereas in others we may stress fabric painting and canning. We should be pragmatic and practical in approach.

Quite frequently two problems crop up during the implementation stage: we tend to ignore the spirit of the scheme and reduce it to words, words, words. Second, we strive to "outdo" our targets. For instance, the basic objective of small saving schemes is to create a habit of saving money and our resources. The scheme does not aim at raising huge funds. The purpose of celebrating

vanmahotsav is to emphasise the importance of plants and their preservation where plantation is as important as protection. When farmers are encouraged and provided with plants, they plant and protect them as their property. There is also no sense in being exceedingly enthusiastic to achieve the target as Rome was not built in a day.

All schemes concerning the youth should be implemented in right earnest. The youth today is critical and perceptive, ever inclined to read between the lines. We should make an all-out effort to engage them in a gainful job, a meaningful preoccupation. There is a horrifying unemployment among the educated youth. We should strive to do something concrete for them with their active co-operation and involvement. Giving them fish is not enough - we should teach them how to fish.

Along with the major schemes, our agencies in the field could undertake many more projects of their own. This will generate in our co-ordinators and field-workers the confidence of innovators and adventurers. For example, they could create in each area or region a museum housing items of cultural heritage--historic monuments, folk lore, idols, statues, old paintings and manu-scripts They could also locate areas of non-monetary activity.

II

There is a constant complaint that our young students are averse to reading. "When I was at Lahore," says the elderly professor, "I was an avid reader of books. But now nobody reads." Some students are often serious towards studies. But they constitute a very small minority. The general impression is that our youth wants "degrees" without reading books. What is the fun of purchasing books for libraries if the students are so careless? There is an urgent need to concentrate on the problem and seek its plausible solutions.

Many students are not interested in books since they have immediate problems of their own. Most of them are only day-scholars, the hostel facilities being rare and inadequate in this vast country. A close study of the various College Magazines gives a glimpse of the student-psychosis. Why should they study? Unless there is a convincing answer to this, how can they study? A course of studies usually leads to some kind of degree or diploma. However, an impression is given that a "degree" denotes nothing: The degrees awarded with pomp and show are later belittled. This tends to make students indifferent to books and academic pursuits. The youth should be made to realise that studies do matter and lead to sweetness and light in life. The pattern of awarding indiscriminate freeships and stipends (scholarships), also, make the youth non-serious.

Parents can do much in making their wards serious towards studies. Some parents think that their duty finishes when their wards are admitted in a College or University. An old College started the experiment of writing to the parents who fail or secure low marks in house-tests. One guardian wrote back in

response to such a report: "I have got him admitted in your College. It is your duty to teach him. It is not my headache. Don't write to me about his studies..." In the frequent meetings of Parent-Teacher Associations we can study students' problems and thrash them out. However, the (outdoor) patients who do not use the medicine prescribed by the doctors nor do their relatives make them do so, deserve suffering and death. Many useful "schemes" to bring out standard College and University-level books on reasonable or reduced rates are at work. The U.G.C. scheme to keep multiple copies of the texts in the College Library for the long-term use of poor students has also been introduced with considerable success in many States.

Then, what about the teaches? Let us do some heart-searching and be frank. An average teacher will be embarassed if he is asked to name five books which he has read during the year. He often visits the Library only to secure the prescribed "texts", or have a look at some "Daily" or "Weekly". His M.A. or M.Sc. examination usually marks the end of his reading career. When he manages to be a teacher, the divorce from books is complete. At times he is irritated when new book is introduced in the syllabus. The staff-room gossip in our country may include every subject on earth except an educational or literary one. The teacher who continues to grow mentally is frequently taunted with: "Aye, he still reads!"

Our educators should inspire the young by example. As students are not convinced by assurances only, mere words have little effect on them. Teachers may refer to telling lines and interesting scenes in books in their class-lectures. This will spur the students on to go to the original sources to enjoy these. If *Dr. Faustus* is a great play, its any scene related or quoted in its proper sequence of reference will surely thrill the students. The teacher may also describe, in brief, other works of the author or the period. For example, a teacher lecturing on Shakespeare's *Hamlet* may at times illustrate his points by making reference to Shakespeare's four or five other tragedies. The paper-setter may set at least some questions which require extensive reading.

Young students should not be provoked or snubbed frequently. A teacher is annoyed if a student stands up in the class and says, "Blake's *Introduction* is a useless poem." Let him explain to his sensitive pupil the meaning and significance of the poem. The young have a right to put even odd questions. The teacher should not employ sleazy measures or dilatory tactics to silence them. A student asked his teacher of English (in the class-room, of course) to point out the merits of Tagore's poetry which won him the coveted Nobel Prize. The teacher's answer was "I don't know." Such an approach is discouraging and dispiriting. Let us calmly study students' reactions and queries. College and University authorities may also arrange competitions, contests which require the knowledge of additional books. Exhibitions of books, periodicals, inclusion of "book-notes", "new-arrivals" and "book-reviews" in college magazines would also be helpful.

It is useful to begin with the intensive study of prescribed "texts". Once they have mastered those, they may read the classics and other books. An interest is directly proportional to understand, they could understand and appreciate general books after having read and grasped the "texts". New publications on modern literature should be of particular interest to them. Their appeal largely depends on the reader's nature and knowledge of such experiences. To an immature mind, *King Lear* may appear jejuna. Indian authors have maximum hold on Indians--because the latter literally feel and live whatever the former write about. In the works of (say) Mulk Raj Anand R. K. Narayan, Raja Rao and Khushwant Singh, they come across experiences marvelously akin to their own. The song that sings author's love seems to interpret their own. Foreign authors sometimes elude our grasp. Tagore aptly observes: "Languages are jealous. They do not give their best treasures to those who try to deal with them through an intermediary belonging to an alien rival-- Dante remained a closed book for me--I don't know my Goethe." Although foreign authors may be profitably studied, due emphasis should be put on Indian and Indo-Anglian writers. This would delight our young students and help bring national integration.

Many students start reading a book, read a few pages, skip over others and finally settle down to readymade "notes" or "answers." These notes become an end in themselves. A good many candidates thus fail to refer to the passages set for explanation to correct context. What concerns most readers is the bare story or outline of a book - as if this alone matters. If mere plots were important, Shakespeare would not have been a major dramatist since he borrowed from other's plots for almost all his plays.

We should read the books after a proper background and introduction to see things in the proper perspective. A book, say *Pride and Prejudice,* may provide an interesting reading even without an introduction to the author or his times. However, read in the proper context, it will yield still more pleasure and deeper meaning. Books like *Train to Pakistan* and *Shadows from Ladakh* are better understood and appreciated when studied against the relevant background; we are to grasp the full meaning or vision of the writer. Hence the perusal of Biographies, Letters and Memoirs of an author is absolutely essential.

One should read with a pencil in hand, to jot down immediate reactions and comments. A book may mean something different to different readers owing to their experiences and mental make-up. It is futile to cling to others' reactions and trot them as your own. While asked to explain the validity of the sub-title of *Tess of D'Urbarville,* a candidate for lecturer's post first tried to justify the sub-title. But questioned closely, he came out with his own estimate and put in: "In fact, i think Tess is not a pure woman. . ." and now his views sounded convincing to an extent. It is advisable to form one's own opinion instead of making a forced attempt to think with the critic. A student of

literature was uneasy and perturbed when his friend used an expression or term simply because no critic has used it.

The study of books provides immense pleasure. However, this requires some labour on the part of the readers. One has to dig deep to get gold; one has to dive deep to secure pearls. Books are to be studied with rapt attention and single-minded concentration. To the sensitive reader, books yield intense pleasure. Keats says: "Thank God I can read and perhaps understand Shakespeare to depths." Hazlitt happily observes: "Shakespeare is enough for me." And Carlyle emphatically remarks: "Indian Empire or no Indian Empire, we cannot do without Shakespeare." However, books give this "aesthetic" pleasure only when one studies them with an' open mind and a disposition to learn and understand.

III

About 33.51 per cent of the population of India comprises minorities. There are about 92000 to 95000 minority-run institutions in the country. The enrolment of SC/ST students in technical education institutions of degree level is less than five per cent, and in diploma level institutions less than nine per cent.

A recent survey conducted by the Union Public Service Commission shows that many posts reserved for Scheduled Tribe and Scheduled Caste candidates could not be fulfilled in quite a few cases. The general feeling is that the incentives given have not produced the desired results. All agree that the socially and economically disadvantaged people require special and continual care. The entire issue needs reconsideration so as to help the lowliest and the lost. We should work for prevention of exploitation and a system leading to positive socio-economic development.

Two experiments conducted in the West in this connection merit our attention. One is the Pelman College in Atlanta (Georgia State, USA), a women college meant for the Blacks only, and the second, a village for the handicapped near Oxford. The Pelman College offers higher education to the Blacks, an excellent institution whose alumni compare well with those of prestigious institutions of higher education. The college, started in 1881 in the basement of a Church, celebrated its 100th anniversary in 1981 (when the present writer visited Athens). The village for the handicapped, however, has made little progress. The lesson we draw from these two singular experiments is obvious: we are to create confidence, sweetness and light in the minority-groups, thereby putting them in the mainstream of national life.

Minorities and economically backward classes in the country certainly need greater attention in all areas of development. However, the best way to help them is to give them the right type of education. As a Chinese adage goes, he who gives one fish, gives him food for one day; he who teaches one how to

fish gives him a living for life. We should not only provide educational facilities but also adopt a reward and punishment policy so that an urge is created for education for life and lifelong education. Education is not an end in itself--it is a viable means to develop one's latent faculties, a training to create self-confidence, a capacity to look forward and make the best of life.

A good deal has been done in all States in our country to ameliorate the lot of the down-trodden and the minority classes. It is, however, time to take stock of the situation, to examine our strong points and limitations and make more renewed, concerted efforts to help the poor. Sometimes the schemes and projects launched upon with great expectations have not proved much effective. What we need is a drastic change in our outlook and strategy, a reconsideration of our approach to the problem, greater emphasis on human material and its development.

Children of the minority group are provided scholarships, freeships in schools, colleges and universities. In some States this is called maintenance allowance, in others scholarship. A recent survey conducted in the area shows that the scheme has worked well and given encouraging results. However, in many cases students visit schools and Colleges only to collect scholarship money--they are not serious towards their studies. It is suggested that maintenance allowance, a fixed minimum sum should be given to all. But a few more bucks could be given to brilliant and meritorious students according to their division performance or rank by way of incentives. We should create a sense of healthy competition among themselves. When all are equal, the meritorious students are discouraged. They should be considered more equal than others.

There is a need to concentrate sepcifically on the requirements of education in institution located in the rural, tribal, far-flung regions. For quite some time the National Institute of Educational Planning and Administration, New Delhi, has been organising useful orientation programmes for Principals of Colleges and District Education Officers who have in their institutions concentration of Scheduled Tribe and Scheduled Caste students. In institutions located in backward areas we should provide facilities such as buildings, libraries and laboratory equipment, adequate and qualified staff on priority basis. It is seen that schools, colleges in State Capitals and metropolitan towns continue to be over-staffed. They often suffer from overeating, whereas institutions in rural and tribal areas have little facilities, not even minimum staff and basic amenities. Of course, it is not easy to send training staff to such areas. But something concrete needs to be done in this context. More incentives to teachers in terms of advance increments, staff quarters, more rational considerations, transfers for and requirement of teachers for particular institutions would perhaps prove helpful.

One of the latest trends in the field of education is the use of "out-reach" method to help the needy and the handicapped. We should adopt this approach to educate Scheduled Tribe, Scheduled Caste and other minority class students.

We should have institution in backward and tribal areas. Pre-examination coaching centres for competitive and entrance examinations should be opened in big and small colleges where we have concentration of Scheduled Caste and Scheduled Tribe candidates and not in State headquarters or big towns alone. This would be economical and most effective is the students would mostly be day scholars. By opening such Centres in smaller towns we could infuse new zest and zeal in children of the minorities. The University Grants Commission has formulated special schemes for this purpose.

We should effectively incorporate vocational education, the salient elements of community colleges in our educational pattern so as to provide for greater interaction with students and the community--at least those which relate to our immediate needs: non-credit courses, job-oriented programmes, remedial technological literary courses and work-study projects, and so on. This should be done on priority basis in institutions located in rural, tribal and backward areas. We have a large number of unemployed pepole in India--we have more than three million unemployed graduates registered with employment exchanges in the country. We should, therefore, shift the emphasis from humanities to more meaningful innovative programmes so as to make education fully relevant to our requirements. As the *Wall Street Journal*, Washington, D.C., points out: "India is one of the most backward countries in the world because its colleges and universities at times stress humanities at the expense of programmes of more relevance to development and employment. Universities here have little link with the industries."

In fact, all types of support and encouragement in education should be given to the minority and socially backward students. All schemes launched in this respect should be implemented in right earnest. But at long last they should be put in the mainstream of life, made equal with others. Segregation with separate hostels or exclusive institutions for them is neither always feasible nor advisable. There are many jewels among the boys and girls who require special handling and sympathetic consideration at the learning level. We should coordinate and pool together our resources, streamline our schemes to help them so that no post bemoans:

> "Full many a gem of purest ray serene
>
> The dark unfathom'd caves of ocean bear:
>
> Full many a flower is born to blush unseen,
>
> And waste its sweetness on the desert air."

APPENDICES

A Day at the Open University

A group of college principals arrived in London (from their six-week tour of the States) on 3 May 1981 for a two-week travel seminar in Britain. The present writer, a member of the visiting team, was keen to visit the Open Varsity in Milton Keynes to have a first-hand study of distance teaching. On 4 May, we had a thrilling sightseeing tour of London. On 5 May the British Council arranged a thorough programme-orientation, and a meeting with National Association of Teachers in Further and Higher Education, Mabledon Place, London. However, we eagerly looked forward to our visit to the famous Open University.

On the bright morning of 6 May, we left for the Open University at 0830 a.m. in the company of our British Council guide, Miss L. Linton. The Varsity buildings, the nearby BBC unit, all bore a gorgeous look, and we felt as fresh as the month of May. We had discussions, seminars, presentations, etc. with a view to understanding the working of this prestigious institution. On that memorable day, the British system of higher education was sought to be studied in relation to the Open Varsity experiment. In the afternoon we had some programmes, at its Continuing Education Unit, Sherwood House. In the evening we returned to the Grosvenor Victoria Hotel, London, ealm of mind, yet full of new ideas and approaches.

The British system of higher education envisages three layers--University Sector, Polytechnic, and Colleges. The University sector admits students of +18 age and has courses of study leading to degrees. Except one University in Buckingham, all varsities are financed by the Government through University Grants Committee and other agencies. The public sector includes polytechnics, and many colleges. The Polytechnic generally does the work of University, but it usually has a large number of part-time students. Below polytechnic come many types of colleges--technical colleges, colleges of higher education, colleges of commerce, and so on. These institutions admit students of +16 stage, and often also have courses of schcol level, a variety of courses on different crafts. Earlier such courses were available in the city of London only, but now these have been introduced almost all over the country. The decline in enrolment has encouraged two tendencies there--students between 16-19 age group are sought to be kept in tertiary colleges in place of comprehensive schools and the component of community education is being added in the institutions imparting further education.

In the sixties it was felt that a large number of adults were bereft of education or higher education, only 15 to 16 per cent of them could afford to go in for higher education. So the University was established in Milton Keynes (England). It admits persons of + 21 age-group. As yet 18-year olds are not admitted though they confess: "Perhaps we should consider it". Besides general degrees, the Varsity organises courses leading to even M. Phil. and D. Phil. degrees. There is no time limit to complete a course, and its degree are comparable with degrees conferred by traditional Universities. The Open University has six faculties--Science, Technology, Maths, Arts, Social Services and Education. Each faculty except Education has a foundation course. Institutions like Airedale and Wharfedale (Leeds), National Extension College, Cambridge, International Extension College, London serve as a supplementary segment of the Open University.

One of the innovations of the Open University is the concept of Course team. A group of competent teachers produces a well-developed, critical, comprehensive course after detailed discussions and deliberations. It meets the needs of pupils who though all above 21 belong to different age groups and have different backgrounds. An average course-team, comprising at least four teachers/experts, takes about two years to write a course.

There is a provision for teaching science subjects, too. The first professor of Science convinced the Vice-Chancellor of the Varsity that distance teaching was possible in respect of science subjects as well. He observed : 'If there is keenness to learn and keenness to teach, everything is possible'. He showed it through practice and example. There Lab work is done in two ways through home experiment kits given/sent to students, and in Summer schools each year when students go to conventional labs. TV is also extensively used as an effective tool for lab-work. A BBC unit has been established at Milton Keynes on the campus, and its channel 2 is exclusively meant for the Open University programmes.

The Open University has a large number of students in arts and social sciences. In all, 90,000 students are taking its courses. It handles 35 tonnes of mail every week! It has no commitment to international students, though a proposal could be made for the teaching of English as a foreign language. Some countries, for instance the USA and the UK, cooperate in the production of some courses.

The country is divided into 13 regions where examination centres are located. In each region there are counsellors and staff tutors to help and advise students. Tutorials provide ample time for the student-teacher interaction. Teachers give detailed comments not mere formal advice on assignments. The teacher-student ratio is about 1 to 50, and the tutor-students ratio is 1 to 25. At the headquarters, each faculty consists of a Dean, Head of Department, Senior lecturers and lecturers. The Dean of Science is tenured person, whereas other Deans are elected by their colleagues for a period ranging from three to five

years. The University also engages consultants from other universities and countries for its programmes. Its continuing education department runs mini-courses, book-shop courses for ageing persons, for the handicapped, courses on parents, health visitors, courses on conflict in family, violence in family, and so on. There is an interesting short package-course concerned with child abuse. Such courses often comprise lessons in Readers (books). Teachers package also contains these. Indeed, various courses are designed and started in order to meet specific needs and demands.

The _ pen University constitutes a singular experiment in distance teaching in the world. Its interesting components are : continuing education, non-varsity course, short programmes helping to reach out. It, however, faces some problems at the moment. At times its material is used as conventional University. It can't build something like conventional Varsities because its clientele had at one time rejected education. The production of material, which is not entirely an open process, imposes restrictions and stress on the academicians. They have sometimes to surrender a lot of academic freedom. The University Grants Committee funds it, but itself it can't make any profit. In science subjects the investment is quite heavy. As there is no time-limit to complete a degree course, many students prevent others from entering into these courses. We, however, feel that the Open Varsity, with its vast infrastructure and strong educational planning, will tide over such initial difficulties and serve as an example in distance teaching all over the world.

Impressions of American Higher Education

As a member of a group of Indian college principals visiting the United States under the University Administrators Project 1981 I had the opportunity to make on-the-spot study of some aspects of American higher education. During the travel seminar we were either losing time or gaining it, but were always gaining fruitful experience.

We visited all kinds of institutions--big and small, private and public, elementary schools and higher schools. One of the behests of the review and assessmental committees of international exchange efforts (instituted in 1976) was that "an effort be made to include private colleges, state colleges and universities, as well as community colleges and not just the nation's most prestigious institutions." And so we visited big campuses like the University of Southern California, and small colleges like the Mayville State College, North Dakota. We were taken to three community colleges and a number of elementary schools.

My knowledge and understanding of various aspects of higher education also increased through numerous contacts with students, teachers, administrators, alumni, American families, and Indian students and teachers.

The Indian students appear to have adjusted well to the American educational environment--they are not only happy there but also fare well academically. To them the system's appeal seems to lie in its individualistic approach. I did meet parents who weren't too pleased about their children-- especially, the girls--attending American schools, but their opposition was only to the informal and free social intermixing, not to the education.

I had interesting discussions with some professors of English, including Dr. Charles Doyle of Georgia State University in Atlanta, Dr. Robert Ganz of George Washington University in Washington, D.C., Dr. Robert Oliphant and Dr. J. Prabhakkar of California State University at Northridge (CSUN). This was a rewarding experience because at these meetings the issues were often brought into sharper focus. On April 23, 1981, Shakespeare's 417th birthday was celebrated at the Folger Shakespeare Library, Washington, D.C., and three Magis from India paid homage to the bard.

I was personally interested in special education programs, libraries, museums and galleries, and the tour covered most of them.

Special education programs are now an integral part of several American educational institutions. In its own way, each school or college tries to cater to the needs of the handicapped student. The programs for the handicapped at New River Community College in Dublin, Virginia, and the Center on Deafness at Calstate impressed me intensely--for the sophisticated instruments used, the one-to-one teacher-student ratio, the empathy for the handicapped and the sincerity of those trying to help them join the mainstream of life.

During my visits to various schools and colleges, I attended some classes and addressed a few.

The subjects of my talks ranged from Jane Austen to Indian films, Indian literature to social norms like arranged marriages (a topic which, not surprisingly, provoked many amazed queries).

In my attempts at understanding and analyzing the American education system, I concentrated on faculty development and evaluation systems.

The mode of study, I found, is invariably presentation and discussion. Teachers and administrators are frank and forthright, consistent and logical. Not merely salesmen, they are usually quite critical and perceptive. For example, an administrator of a TV center, after explaining at length the details of the TV systems, spontaneously burst out: "It has spoiled everybody. . . . We seem to ignore life, human beings in favour of machines." A dean of admissions began his presentation with "We cause red-tapsim. . . . Our work is processing pieces of paper."

Americans, I feel, believe in a problem-solving approach and have a strong sense of history and geography. They often preface presentations with pertinent historical background. They are proud of their cultural heritage and make efforts to explain and show it to their children. They interpret with respect and authenticity their cultural history, as embodied in museum items, historical places, buildings and castles. Mayville State College, for example, has a "Dakota Room" featuring historical information on North Dakota.

Because American society is highly competitive, decisionmaking in re-sult-oriented and emphasizes the concept of comprehensive, individualistic man. In this society of limited manpower, this concept is a necessity and the entire educational system is geared toward this objective.

They work hard. They have to.

It is somewhat difficult to generalize about American colleges and universities. Various systems are followed and nothing can be described as typical. As David Riesman points out in his book *Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism* (1981): "I now tell people that both everything and nothing you can say about this country is true for all parts of it." On the basis of my meetings and discussions and my visits to numerous institutions in the United States, I did form some general impressions, however.

Education stresses the idea of comprehensive high school with a curriculum that is fully responsive to the needs of individuals and the community served. Educators believe that "attainment of excellence for all individuals is a worthwhile effort and priority."

A typical classroom has the following--national flag, clock, long black-boards, informally arranged desks or chairs for students. Teachers--there are usually two per class--adopt the discussion method and encourage students to ask questions and discover things for themselves. The teaching aids include audio-visual material, films, slides and videotapes. They have, as someone commented, "almost too many resources." A large number of institutions add to these resources with innovative experiments. For instance, Mayville State College has started a splendid nature-study program. Athens Area Vocational and Technical School trains and retains school dropouts. All in all, educational institutions do everything possible to help students succeed.

American society favors education for everyone, with his own age group, at his own pace and according to his own choice and interest. It is characterized by accessibility, flexibility and diversity. For weak students there are special studies; for the average, regular programs; for the extraordinary, honors programs; for the handicapped, special education projects; and for adults, continuing education centers. Institutions of higher learning fall into several categories--private, state, and community colleges. University centres concentrate on research activity; community colleges operate both liberal arts and vocational programs. Students can transfer easily from one system to the other.

Another striking feature of American higher education is the deep sense of involvement and commitment of all concerned with education--alumni, students, teachers, parents, business, industry, community. Several cooperative programs are undertaken in which all resources are pooled together. For example, the Historical Museum in San Fernando Valley acts as a depository for the Los Angeles Valley College. The Anthropology for Teachers program, funded by the National Science Foundation, is a joint program of the anthropology departments of George Washington University and the Smithsonian Institution. This provides a total educational experience to students, and both sides benefit considerably.

The system is soundly built from the grass-roots level. It provides a lot of autonomy and freedom to the individual, and favors decentralization of power. The formula is: Give a person a responsible job and full freedom and see what he does. The president of a state college usually recommends a dean to the board of trustees and hires the faculty. In large institutions the chairperson and the dean enjoy vast powers. However, the system, being result-oriented, has built-in checks and balances--for example, the term of the president is renewable every year. Salary raises are given on individual merit to provide incentive.

The average student seems mature, motivated and industrious. Boys and

girls usually partly support themselves, and their interest in studies and in sports seems more than routine. "Many students are eager to learn--that is the secret of our success," observed the president of a junior college.

Classes are not overcrowded. The teacher-student ratio at the under-graduate level is usually 1 to 23, and at the graduate level 1 to 15. If it falls below a particular level, grants to the institution are affected. This allows for a closer, relatively informal relationship between teacher and student and is conducive to the discussion method of teaching. Students are graded on the basis of their performance and their understanding of assignments.

The teachers to whom I spoke seemed satisfied with most aspects of the American educational system, but there are some like Dr. Hertel of Virginia Polytechnic who feel that it is "too vocation-oriented" and that it "spoils" students. Teachers blame the low grades of American students in English and mathematics on the stress on job-oriented courses. There are, of course, other problems that teachers universally face--someone not happy with his or her head of department--but on the whole I found the teachers very dedicated to their work.

Americans are intensely conscious of time, individual freedom, rights and duties. All our coordinators, as far as I could make out, never missed a class, though they were also busy escorting us to various places.

Faculty development is largely a self-regulated phenomenon in the United States. Following the competitive society's rule of the survival of the fittest, each faculty member has to assert himself to improve his professional competence. At the university level most teachers hold a doctorate degree; teachers in community colleges usually have a master's degree.

Many teachers face a dilemma: They wish to grow professionally by attending summer institutes, seminars and workshops in their disciplines to refresh their knowledge and learn new skills, but their institutions seldom bear the cost of such training. A few institutions, among them CSUN, Illinois State University and Virginia Polytechnic Institute, offer courses in teaching. But in most cases, a doctoral degree is considered sufficient professional qualifica-tion, and teachers must seek specific teaching skills on their own initiative.

Some institutions do insist on a research degree. For example, the state of North Dakota requires that 60 per cent of tenured posts be filled with research degree holders. Research and publications carry a lot of weight in the selection of teachers at the graduate level. There is, however, a trend against such emphasis, especially after the general decrease in the number of graduate students in U.S. universities. A community college president I spoke to was firm in his belief that Ph. D. holders who have "a love for the subject, not for the students," cannot make very successful teachers.

A teacher is evaluated in the following roles: as a member of an institu-tion, as a member of the teaching profession, as an instructor, as a colleague,

and as a member of the community. The evaluation is done at four levels--self-evaluation, student evaluation, evaluation by the chairperson or dean and peer evaluation. In peer evaluation the dean of the division nominates a committee of three tenured teachers to attend some of a teacher's classes to give their estimate of his or her competence and performance. All the evaluation processes are performed separately.

Students are asked to evaluate teachers on a standard form that focuses on a teacher's performance in class, not his personality. The questionnaires of different institutions may vary but many queries are the same. Most grade both the instructor's methods and materials. Sometimes the result is simply shown to the instructor; often it is published in course guides which include information on the overall performance of a department in terms of how it meets student expectations.

Academic authorities often use student evaluation of teachers for correctional purposes and, on rare occasions, as the basis for firing a faculty member. In Spelman College, Atlanta, for example, student evaluation has become the subject of a heated controversy and raised many questions. How can students be considered competent enough to judge their teachers? Does the fact that a student hasn't learned anything or that he doesn't find the course interesting necessarily reflect on the teacher? Will a teacher's evaluation of students who are to evaluate him be fair? Might he not be tempted to award generous grades-- as a conscious or unconscious bribe--to them?

And if such a system of evaluation by those under you is to be followed, then, ask critics, why shouldn't the teachers be allowed to grade deans and chairpersons?

It is indeed a delicate situation. But somebody has to evaluate the class performance of a teacher, and students could be the best judges in some ways. Besides, the evaluation is not always used for promotion and salary-raise purposes. In such cases, it simply encourages the instructor to consider ways to improve his or her teaching skills.

The evaluation of students is done by the class teacher in terms of grades, through discussions, assignments, papers, quizzes and so on. There is no external examination, and students on the whole seem satisfied with this system. If a student has a complaint, provision is invariably made to reconsider his evaluation.

We visited three community colleges--Los Angeles Valley College in Van Nuys, New River Community College and Gainesville (Georgia) Junior College. The underlying philosophy of community colleges is to gear education to the needs of the community. There are more than 1,200 community colleges in the United States. [See following story.]

All U S educational institutions have a department of students' affairs, which works for the welfare of the student community. Its area of interest

includes all non-academic and non-administrative activities within the university that are of direct interest to students. Student governments have written constitutions. Students often publish their own daily or weekly newspapers, in which they enjoy total editorial freedom.

The departments arrange for counselling, guidance, testing, and placement. The alumni associations also play an important role. Their functions are: fund raising, publicity for the alma mater, recruitment, and advice to the college authorities and faculty.

Generally, American students are not particularly involved in national politics. Very few even participate in elections to the students senate. "When they want to have a thing, they can have it," remarked one of the college presidents. Campuses are quiet and calm, with students interested mainly in their own work. Even when there are disagreements, these are internal, resolved through negotiations and mutual discussions. I believe that the informal and close student-teacher relationship, a workable student-teacher ratio and a self-supporting system in the United States make possible a fertile atmosphere for education.

Since my return from the United States, I have tried to incorporate in my college in Hamirpur some of the features of the American educational system that impressed me. Most of the changes I have introduced are still at an experimental stage, but I am confident that they will work. I have already

—   encouraged teachers in the college to pursue further study that will add to their professional qualifications;

—   formed a parent-teacher association and enlarged the activities of the National Service Scheme and the National Cadet Corps to reach and serve the surrounding community;

—   organized exhibitions and extension lectures in collaboration with local agencies;

—   introduced two job-oriented noncredit courses--photography and fabric painting;

—   formed several organizations that will give students a chance to play an advisory role in the administration of the college;

—   set up a vocational guidance bureau under the charge of a trained teacher;

—   revamped the tutorial group system;

—   introduced special programs for weak students, meritorious students and those who excel in sports;

—   developed questionnaires--to be used at the end of the current session-- for students' evaluation of the faculty and for the faculty's evaluation of the principal.

The response to these changes has been encouraging--not only from the

students and teachers but also from the American teachers with whom I have stayed in touch. Professor Joseph Di Bona of Duke University, Durham, North Carolina, visited us recently and commented that he was impressed by the students' "interest and dedication to the college and its tasks." He said that Hamirpur with its "superb location in the mountains and its stimulating atmosphere that makes you want to get up and do things and move mountains as so many of you are doing... also affords time for reflection and the refinement of thoughts and concepts." Professor Di Bona dubbed it "Happy Hamirpur"--our effort is to see that the education we provide has as much to do in contributing to that description as Mother Nature.

(UGC) REPORT OF THE TASK FORCE

Code of Professional Ethics for University and College Teachers

PREAMBLE

I.   *Goal of Higher Education in Our Country:*

The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the achievements of human civilisation, possessing a basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism and peace, and the principles enunciated in the Preamble to our constitution.

Higher education has to produce leaders of society and economy in all areas of manifold activities with a commitment to the aforesaid ideals.

Higher education should strive for academic excellence, and progress of arts and science. Education, research and extension should be conducted in conformity with our national needs and priorities and ensure that our best talents make befitting contributions to international endeavour on societal needs.

II. *Teachers and Their Rights:*

Teachers should enjoy full civic and political rights of our democratic country. Teachers have a right to adequate emoluments, social position, just conditions of service, professional independence and adequate social insurance.

THE CODE OF PROFESSIONAL ETHICS

I.   *Teachers and Their Responsibilities:*

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should

(i)   adhere to a responsible pattern of conduct and demeanour expected of them by the community;

(ii)   manage their private affairs in a manner consistent with the dignity of the profession;

(iii)   seek to make professional growth continuous through study and research;

(iv)   express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge;

(v)   maintain active membership of professional organisations and strive to improve education and profession through them;

(vi)   perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication;

(vii)   co-operate and assist in carrying out functions relating to the educational responsibilites of the college and the university such as: assisting in appraising applications for admission, advising and counselling students as well as assisting in the conduct of university and college examinations, including supervision, invigilation and evaluation; and

(viii) participate in extension, co-curricular and extra-curricular activities including community service.

II.   *Teachers and the Students:*

Teachers should

(i)   respect the right and dignity of the student in expressing his/her opinion;

(ii)   deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;

(iii)   recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;

(iv)   encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;

(v)   inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;

(vi)   be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;

(vii)   pay attention to only the attainment of the student in the assessment of merit;

(viii) make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;

(ix) aid students to develop an understanding of our national heritage and national goals and

(x) refrain from inciting students against other students, colleagues or administration.

III. *Teachers and Colleagues:*

Teachers should

(i) treat other members of the profession in the same manner as they themselves wish to be treated;

(ii) speak respectfully of other teachers and render assistance for professional betterment;

(iii) refrain from lodging unsubstantiated allegations against colleagues to higher authorities;

(iv) refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. *Teachers and Authorities:*

Teachers should

(i) discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/ or professional organisations for change of any such rule detrimental to the professional interest;

(ii) refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;

(iii) co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;

(iv) co-operate through their organisations in the formulation of policies of the other institutions and accept offices;

(v) co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;

(vi) should adhere to the conditions of contract;

(vii) give and expect due notice before a change of position is made and

(viii) refrain from availing themselves of leave except on unavoidable

grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule

V. *Teachers and Non-Teaching Staff:*

(i)   Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;

(ii) Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

VI. *Teachers and Guardians:*

Teachers should

try to see through teachers' bodies and organisations that institutions maintain contact with the guardians of their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. *Teachers and Society:*

Teachers should

(i)   recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

(ii)   work to improve education in the community and strengthen the community's moral and intellectual life;

(iii) be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;

(iv)   perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;

(v)   refrain from taking part in or subscribing to or assisting in any way activities which tend to promote feeling of hatred or enmity among different communities, religious or linguistic groups but actively work for National Integration.

University Grants
Commission Guidelines*

Regarding Minimum Number of Actual Teaching Days in an Academic Year in Universities/Colleges, Minimum Programme of Examination Reform in Universities and Workload of Teachers in Universities and Colleges.

(A) *Working Days*

The number of actual teaching days in an academic year in a university/ deemed to be university/constituent/affiliated colleges of the university should not go below 180 days excluding the preparation days and examination days. These are days on which classes such as lectures, tutorials, seminars, laboratories are or may be conducted. Holidays cannot be counted although students may be studying in their homes or hostels or may even be informally consulting teachers. The time taken up for admissions, i.e., when the classes are not formed, to start work; time meant for examinations or for preparing for examinations cannot be counted. It would be desirable for universities to make an effort to raise the number to 200 or more. The Universities should budget their time in regard to work and holidays. For example, admissions should be completed by the last day of the long vacation. Examination results should also be compiled and announced during the vacations to enable admissions to take place. In a semester pattern, examinations should not be so prolonged as to take away more working days--there could be more reliance on internal assessment, examiners of first semester could be internal, so that the short vacation can be utilised for evaluation. The universities should also see that a working day in a department or faculty does not become just a few hours of the forenoon. The time table should be spread to accommodate the various academic activities over at least on 8 hours working day.

The University should also insist that the manner of conducting a course is also spelled out. The number of lecturers, tutorials, seminars, lab -

---

sessions etc. normally adequate for each course should be worked out and preferably made known in a handbook of courses. If students cut classes, or if working days are otherwise disrupted, it should be made clear that only when the norm is reached will there be examinations. This also involves disciplined regular work on part of the teachers--which should be ensured. Every item in a given syllabus may not have to be taught in the class as a pre-requisite for the examination, but on the other hand it would be counter-productive to hold examinations on reduced courses because the number of working days has been curtailed in a particular situation. If this happens, examinations will loose their credibility, students will perform poorly in competitions and interviews, and if they are admitted to the next class its standards will also suffer.

(B)   *Minimum Programme of Examination Reform:*

Every university/deemed to be university shall have to adopt the following minimum examination reform.

Syllabus/Question Paper:

a.   The syllabus in each paper should be demarcated into well defined units/areas of content alongwith a topicwise breakdown. The units may be numbered.

b.   Examiners should be free to repeat questions set in a previous examination. This is necessary in order to ensure that students do not leave out important portions of the syllabus. Instructions to paper setters should be amended accordingly.

c.   There is often a very wide choice given to students for answering question, say 5 out of 10. Such overall choice restricts the area of knowledge with which a student can pass an examination and is therefore undesirable. If there is choice, it may be provided by alternate questions in each unit of the syllabus.

d.   No examination should be held without fulfilling the requirement of a minimum number of lectures/tutorials/laboratory sessions etc. which should be clearly laid down by the university.

e.   Examinations should be conducted in fair and impartial manner. Cheating in examinations is a cognizable offence. Universities must take all steps for the proper conduct of examinations such as effective security measures, proper supervision and invigilation, condoning off the examination centres from the range of loudspeakers and other interference, flying squads and stern action in all cases involving copying and use of unfair means.

(C)   *Work Load of Teachers:*

The work-load of various activities should be not less than 40 hours a

week for a teacher who is in full time employment. (Any good teacher, particularly one who is involved in creative activity and who has a spirit of challenge towards giving his best to the students, would certainly spend much more than 40 hours a week in academic pursuits.)

The breakup of work load shown below is for the sake of example. It is not a rigid breakup. But, every teacher could be given duties according to some such general pattern and no one should have a significantly reduced load:-

1. *Undergraduate College:*

(a) *Lectures in Non-laboratory/Field work subjects:*

	Activity	Average No. of hours per week
i)	Teaching	16
ii)	Testing/Exams	2
iii)	Tutorials	4
iv)	Preparation of teaching	10
v)	Supervision of extra-curricular work	4
vi)	Administrative work	4
	Total	40

Where extra-curricular work or administrative work is not assigned or unfortunately tutorials do not take place, teaching work may be slightly increased, but as far as possible a teacher should not have to teach or lecture more than three hours per day.

(b) *Lectures in Science Subjects or where field work is necessary:*

	Activity	Average No. of hours per week
i.)	Teaching	16
ii.)	Lab. work	4
iii.)	Testing/Examinations	2
iv.)	Teaching preparation and lab-setting	12
v.)	Administrative activities	4
vi.)	Extra curricular activities	2
	Total	40

2.   *Lectures in PG Colleges/Universities:*

(a.)   *Lectures in non-laboratory/Field work subjects:*

	Activity	Average No. of hours per week
i)	Teaching	10
ii)	Testing/Exams	1
iii)	Tutorials	4
iv)	Preparation for Teaching	10
v)	Research	10
vi)	Own Reading/Studies	5
	Total	40

(b)   *Lectures in Science Subjects or where field work is involved:*

	Activity	Average No. of hours per week
i)	Teaching	10
ii)	Testing	1
iii)	Laboratory work	4
iv)	Teaching preparation and lab-setting	10
v)	Research	10
vi)	Own Reading/Administrative work	5
	Total	40

Teaching combining Undergraduate and Postgraduate teaching will have a position in between (1) and (2) above.

(c)   Senior teachers like Readers and Professors, in addition to their own research work guide and supervise a fairly large number of students for M.Phil./Ph.D. Degrees. They have also to attend consultative meeting of various organisations, sometimes related to teaching and sometimes to research. Therefore, it is felt that their direct teaching responsibilities may be slightly curtailed allowing them a greater portion of time for guiding and supervising research work. However, to the 10 hours of research per week on the average, it should be possible to add not more than 4 hours, bringing the total of research to 14 hours per week. This again implies that the number of students to be supervised should be

limited to perhaps 4 to 6, and that senior teachers should be able to assign specific time to each scholar whose work they are supervising.

It is also felt that with 14 hours for research and 5 or 6 hours for reading and study and perhaps another 5 hours for extra - curricular or administrative work, senior teachers should be able to put in about 8 hours of teaching and laboratory work including testing and about 8 hours for preparation of teaching work. Teachers not having such extensive research responsibilities should put in more teaching work. Ordinarily a teacher may not have more than two postgraduate theory courses to teach with some laboratory or tutorial responsibility.

It is further observed:

(i)   That young people are given enough time to help in their professional growth and achievement of academic excellence particularly in the initial years of their service;

(ii)   that teachers guiding research students should have adequate time to look after them; and

(iii)   that 'Pleasant' as well as 'unpleasant' work is shared by all teachers.

In case a certain teacher likes to have an extra load at a particular time in the year, and comparatively less teaching work at some other time during the total academic year, this should be accommodated, if it does not cause any serious difficulty in the teaching programme of the department. Where teaching is organised in semesters and terms such adjustment could be made in the corresponding period, provided the teacher has given adequate notice to the university.

The underlying principle being that the maximum work-load should be the same in all departments and for all teachers. In postgraduate centres where considerable research activity is envisaged it is obvious that the direct teaching of the staff will be reduced and the staff will accordingly devote the remaining time for active research.

Teachers should spend a certain amount of time every day in the department/college whether or not they have direct teaching duties on certain days. If facilities are provided, preparation for teaching can mostly be done in the department/college. This is so as to ensure that a teacher is available for his students if they need his help, and that a teacher is also available when he is needed for consultation or discussion on various matters that come up in institutions.

Performance Appraisal Report-I*
Self Appraisal

A.   General Information

    (a)   Name

    (b)   Address (Residential)   Ph. No.

    (c)   Designation

    (d)   Department

    (e)   Date of Birth

    (f)   Area of Specialization.

B.   Academic Qualifications

Exam. Passes	Board/University	Subject	Year	Div./Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's degree(s)				
Master's degree(s)				
Research degree(s)				
Others (Diplomas/ Certificates etc.)				

*   For teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

C. Research Experience & Training

Research stage	Title of work/theses	University where the work was carried out
M.Phil. or equivalent		
Ph.D		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

D. Research Projects carried out

Title of the project	Name of the Funding Agency	Duration	Remarks

E. Seminars, Conferences, Symposia, workshops etc. attended

Name of the Seminar/ Conference/Symposia Workshops, etc.	Name of the Sponsoring Agency	Place and date

F.   Teaching Experience

Courses taught	Name at University/ college/institution	Duration
i) U.G. (B.A./B.Sc. etc. pass) (B.A./B.Sc. etc., Hons.)		
ii) PG (M.A./M.Sc. etc.)		
iii) M.Phil.		
iv) Any Other		

Total Teaching Experience _____
(a)   Under-graduate (Pass) _____
(b)   Under-graduate (Hons.) _____
(c)   Post-graduate _____

G.   Innovations/Contributions in Teaching

   (a)   Design of curriculum
   (b)   Teaching methods
   (c)   Laboratory experiments
   (d)   Evaluation methods
   (e)   Preparation of resource material including books, reading materials, laboratory manuals etc.
   (f)   Remedial Teaching/Student Counselling (Academic)
   (g)   Any other

H.   Extension work/Community service

   (a)   Please give a short account of your contribution to:
   i)   Community work such as values of National integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii)   National Literacy Mission

b)   Positions held/Leadership role
played in organisations linked
with Extension Work and National
Service Scheme (NSS), or NCC or
any other similar activity.

I.   Participation in Corporate Life:

Please give a short account of your contribution to:

(a)   College/University/Institution

(b)   Co-curricular activities

(c)   Enrichment of Campus Life
(hostels, sports, games,
cultural activities)

(d)   Students Welfare and
Discipline

(e)   Membership/Participation in
Bodies/Committees on Education
and National Development

(f)   Professional Organization of
Teachers.

(J)   (a)   Membership of Professional
Bodies, Societies etc.

(b)   Editorship of Journals

(K)   Any other information.

                                        (Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT-II*
SELF APPRAISAL

A. General Information
    (a) Name
    (b) Date of Birth
    (c) Address (Residential)   Ph. No.

    (d) Designation
    (e) Department
    (f) Area of Specialization
    (g) Date of Appointment
         (i)   in the institution
         (ii) In the present post
    (h) Honours conferred

B. Teaching

    (a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
i) UG (B.A./B.Sc. etc. Pass) (B.A./B.Sc. etc. Hons.)			
ii) PG (M.A./M.Sc. etc.			
iii) M.Phil.			
iv) Any other			

** L = Lecture   T = Tutorial   P = Practical

    (b)   Regularity and Punctuality

    (c)   Details of course teaching plan, synopses of lectures, and
    reading lists supplied to students.

(To be filled at the end of every academic year)

    (d)   Details of participation in the following:

    (i)   University evaluation

    (ii)   Internal evaluation

    (iii)   Paper setting

    (vi)   Assessment of home assignments

    (v)   Conduct of examinations

    (vi)   Evaluation of dissertation etc.

C.   Details of Innovations/Contribution in Teaching, during the year:

    (a)   Design of curriculum

    (b)   Teaching methods

    (c)   Laboratory experiments

    (d)   Evaluation methods

    (e)   Preparation of resource

            material including books, reading materials, laboratory manuals etc.

    (f)   Remedial teaching/Student counselling (academic)

    (g)   Any other

D.   Improvement of Professional Competence

    (a)   Details regarding refresher courses/orientation attendance, participation in summer schools, workshops, seminars, symposia etc. including open univeristy courses/M.Phil., Ph.D.

E.   Research Contributions:

    (a)   Number of students (M.Phil./Ph.D.)

	At the begining of the year	Registered during the year	Completed during the year.
M. Phil.			
Ph. D.			

    (b)   No. of research papers published (please enclose list)

(c)   Research Projects

Title of the project	Name of the funding Agency	Duration

(d)   Details of Seminars, Conferences, Symposia organised
(e)   Patents taken, if any, give a brief description.
(f)   Membership of Professional Bodies/
        Editorship of Journals etc.

F.   Extension Work/Community Service

(a)   Please give a short account of your contribution to:
i)   Community work such as values
        of national integration, secularism,
        democracy, socialism, humanism, peace,
        scientific temper, flood or drought
        relief, small family norms etc.
ii)   National literacy mission
(b)   Positions held/leadership role
        played in organizations linked
        with Extension Work and National
        Services Scheme (NSS), or NCC or
        any other similar activity.

G.   Participation in Corporate Life:

        Please give a short account of your contribution to:
(a)   College/University/Institution
(b)   Co-curricular activities.
(c)   Enrichment of Campus Life
        (Hostels, sports, games,
        cultural activities)
(d)   Students welfare and
        discipline
(e)   Membership/Participation in
        Bodies/Committees on Education
        and National Development

(f)   Professional Organization of
Teachers

H.   Assessment

(a)   Steps taken by you for the evaluation of the course programme taught.

I.   General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

Signature of the Teacher

J.   *Verification of factual data.

A.   General Information
B.   Teaching
C.   Details of Innovations/Contribution
in Teaching, during the year.
D.   Improvement of Professional Competence
E.   Research Contributions.
F.   Extension Work/Community Service
G.   Participation in Corporate Life

Signature of the Person
authorised*

* By a person to be nominated by Principal/Vice-Chancellor

Select Bibliography

A

Aggarwal, J. C. *Education in India: Policies, Programmes and Development.* Delhi: Doaba House, 1989.

National Policy on Education 1986: An appraisal. Delhi: Doaba House, 1986, 2nd ed. 1989.

Adaval, S. B., Pal S. K. & Saxena, P. C. *College Achievers.* Allahabad: Amitabh Prakashan, 1986.

Airan, J. W. *College Administration: A Proposal.* New Delhi: Asia Publishing House, 1965.

(Ed.) *College Education in India.* Ajmer: Sachin Publications, 1979.

Alkara, J. (Ed.) *Innovations in Higher Education in India.* Poona: Dastane Ramchandra, 1984.

Altbach, Phillip G. *Student Politics in Bombay.* New Delhi: Asia Publishing House, 1968.

(Ed.) *Turmoil and Transition: Higher Education and Student Politics in India.* New Delhi: Lalvani Publishing House, 1968.

Higher Education in the Third World: Themes and Variations. New Delhi: Radiant Publishers, 1987.

Anand, K. C. *Youth Speaks* (A Collection of some papers). Department of Youth Welfare, Punjab, 1966.

Anderson, George. *Christian Higher Education in India.* New Delhi: Macmillan, 1962.

Association of Indian Universities. *Higher Education and Development.* Delhi University Press, 1975.

Astin, Alexander W., Helen, S. Astin; Alan, E. Bayer & Ann, S. Bisconti. *The Power of Protest: A National Study of Student and Faculty Disruptions with Implications for the Future.* Jossey-Bass Publishers, San Francisco, Washington, London, 1975.

Azad, Jagdish Lal. *Financing of Higher Education in India*. New Delhi: Sterling, 1975.

  Government Support for Higher Education and Research: A Critical Study of Patterns, Procedures and Policies. New Delhi: Concept Publishing Company, 1984.

  Higher Education in India: the Deepening Financial Crisis. New Delhi: Radiant, 1988.

Baker, M. Abu. *The Union and the States in Education: A Study of Educational Finance and Planning*. New Delhi: Shabd Sanchar, 1976.

Biswas, A. & Aggarwal, S. P. *Development of Education in India: A Historical Survey of Educational Documents Before and After Independence*. New Delhi: Concept, 1986.

Bhat, K. S. & Ravishankar S. *Administration in Education: New Perspectives and Viewpoints*. Delhi: Seema Publications, 1985.

Bolton, Charles, D. & Kenneth, C. W. Kemmeyer. *The University Student: A Study of Student Behaviour and Values*. New Haven: College & University Press Publishers, 1967.

Brubacher, John S. & Willis Rudy. *Higher Education in Transition: A History of American Colleges and Universities, 1936-76*. New York, London: Harper & Row Publishers, 1976.

Butcher, H. J. & Rudd, Earnest. (Eds.) *Contemporary Problems in Higher Education: An Account of Research*. New Delhi: McGraw Hill Book Company, 1972.

Chaudhary, Nirad C. *The Intellectual in India*. Delhi: Vir Publishing House, 1967.

Deshmukh, C. D. *In the Portals of Indian Universities*. New Delhi: University Grants Commission, 1959.

Dieslak, E. C. et al. *Examinations in Indian Higher Education*. New Delhi: U.S. Information Service, 1960.

Di Bona, Joseph E. *Change and Conflict in the Indian Univeristy*. New Delhi: Lalvani, 1973.

Dongerkery, S. R. *University Autonomy in India*. Bombay: Lalvani, 1967.

Gandhi, Kishore. *Issues and Choices in Higher Education: A Sociological Analysis*. Delhi: B. R. Publishing Corporation, 1977.

Gaudino, Robert L. *Indian University*. Bombay: Popular Prakashan, 1965.

Ghosh, Suresh Chandra. *Development of University Education, 1916-1920*. New Delhi: Zakir Husain Centre for Educational Studies, 1977.

Gokak, Vinayak Krishna. *Indian Higher Education: Its Unclimbed Peaks and Unremedied Pitfalls*. Bangalore: IBH Prakashan, 1981.

Harris, Norman C. & Grede, John F. *Career Education in Colleges*. London: Jassey-Bass Publishers, 1977.

Haggerty, William J. *Higher and Professional Education in India*. Washington: U.S. Government Printing Office, 1969.

Indian University Association for Continuing Education. *Continuing Education and Universities in the Asia and South Pacific Region*. New Delhi: New India Press, 1971.

Jayaram, N. *Higher Education and Status Retention*. Delhi: Mittal Publications, 1987.

John, V. V. *Misadventures in Higher Education*. New Delhi: Young Asia Publications, 1973.

Joshi, K. L. *Higher Education, Historical and Other Problems*. Bombay: Popular Prakashan, 1981.

Problems of Higher Education in India: An Approach to Structural Analysis and Re-organisation. Bombay: Popular Prakashan, 1977.

Joshi, N. C. *Perspectives on Higher Education*. New Delhi: Ashish Publishing House, 1978.

Joseph, D. T. *Conduct of Examinations*. New Delhi: Association of Indian Universities, 1986.

Kamat, A. R. & Deshmukh, A. G. *Wastage in College Education*. Bombay: Asia Publishing House, 1963.

Kapur, J. N. *Current Issues in Higher Education in India*. New Delhi: S. Chand, 1975.

Kaul, J. N. *Higher Education in India: 1951-71: Two Decades of Planned Drift*. Shimla: Indian Institute of Advanced Study, 1974.

Higher Education, Social Change and National Development. Shimla: Indian Institute of Advanced Study, 1975.

Lakshminarayana, H. D. *College Youth: Challenge and Response*. Delhi: Mittal Publications 1985.

Lal, Sheo Kumar & Nahar, Umed Raj. *Higher Education: Scheduled Castes and Scheduled Tribes*. Jodhpur: Jainsons, 1978.

Malik, S. C. (Ed.) *Management and Organisation of Indian Universities.* Shimla: Indian Institute of Advanced Study, 1971.

Mansukhani, G. S. (Ed.) *Crisis in Indian Universities.* New Delhi: Oxford & IBH, 1972.

Mathew, E. T. *University Finances in India: A Case Study of the Kerala University.* New Delhi: Sterling, 1980.

Ministry of Education and Social Welfare. *Education in Universities in India, 1965-66.* New Delhi: Controller of Publications, Govt. of India, 1973.

Mohan, Madan. *Problems of University Education in India: A Memoir.* Delhi: Meenakshi Prakashan, 1972.

Mohinder Singh. *Learned Socieites and Institutions in India.* New Delhi: Metropolitan Book Co. 1975.

Mukerji, S. N. *Higher Education and Rural India.* Baroda: Acharya Book Depot, 1956.

Murthy, V. Rama. *Restructuring the University.* New Delhi: Sterling, 1977.

Naik, J. P. *Central Assistance for General Education Colleges: Existing and Proposed.* New Delhi: Education Commission, Govt. of India, 1965.
Education Commission and After. New Delhi: Allied, 1982.

Nair, K. R. R. *Emerging Spectrum: Essays on Indian Higher Education.* Bombay: Himalaya, 1986.

National Institute of Educational Planning and Administration. *Autonomy and Accountability: A Report of Study Visit to Autonomous Colleges.* New Delhi: NIEPA, 1987.

Natarajan, V. *Monograph on Semester System for Universities.* New Delhi: Association of Indian Universities, 1979.
Computer in Examination: How and Why? New Delhi: Association of Indian Universities, 1982.

Parikh, G. D. *General Education and Indian Universities.* New Delhi, Bombay: Asia Publishing House, 1959.

Perkins, James A. *The University as an Organisation.* New York, San Francisco, New Delhi: Mc Graw-Hill, 1973.

Ramachandran, C. M. *Problems of Higher Education in India: A Case Study.* Delhi: Mittal Publications, 1987.

Ray, Anil Baran. *Students and Politics in India: The Role of Caste, Language and*

Region in an Indian University. New Delhi: Manohar Book Service, 1977.

Rooke, Margaret Anne. *Anarchy and Apathy: Student Unrest (1968-1970)*. London: Hamish Hamilton Ltd., 1971.

Sankalia, H. D. *The University of Nalanda*. Delhi: Oriental Publishers, 1972.

Sethi, J. D. *The Crisis and Collapse of Higher Education in India*. New Delhi: Vikas, 1983.

Shah, A. B. (Ed.) *Higher Education in India*. New Delhi: Lalvani, 1967.

　　(Ed.) *University Teachers and Their Problems*. New Delhi: Classical Publishing Company, 1982.

Sharma, G. D. *Elite in the Making*. New Delhi: Association of Indian Universities, 1986.

Sharma, G. D. & Mridula. *Economics of College Education: A Study of Hindu College, Delhi*. New Delhi: Association of Indian Universities, 1982.

Sharma, S. L. *Modernizing Effects of University Education*. New Delhi: Allied, 1979.

Shukla, P. D. *Administration of Education in India*. New Delhi: Publishing House, 1983.

Singh, Amrik. *Asking For Trouble: What it Means to be a Vice-Chancellor Today*. New Delhi: Vikas, 1984.

　　Redeeming Higher Education: Essays in Education Policy. New Delhi: Ajanta Publications, 1985.

Singh, Amrik & Altbach Phillip, G. (Eds.). *The Higher Learning in India*. Delhi: Vikas, 1974.

Singh, Amrik & G. D. Sharma (Eds.). *University & College Finances*. New Delhi: Association of Indian Universities, 1981.

　　(Eds.) *Higher Education in India: The Social Context*. Delhi: Konark, 1988.

Singh, Parmanand. *Financing of University Education*. New Delhi: B.R. Publishing Corporation, 1982.

Singh, N. *Education under Seige*. New Delhi: Concept, 1983.

Singhal, Sushila. *Academic Leadership and Student Unrest*. New Delhi: Newman Group of Publishers, 1987.

Sinha, Niroj. *University Administration in India*. Patna: Janaki Prakashan, 1979.

Smith, David N. *Who rules the Universities?* New York & London: Monthly Review Press, 1974.

Srivastva, Anand P. *Pathology of Higher Education.* Kanpur: Reprint Publishers, 1979.

Srivastva, Harish Chandra. *The Genesis of Campus Violence in Banaras Hindu University, Varanasi.* Hyderabad: Indian International Publications, 1974.

Vishwa Yuvak Kendra. Director: P.T. Kuriakose. *The Dynamics of Student Agitations.* New Delhi: Somaiya Publications, 1973.

Wilson, John D. *Student Learning in Higher Education.* New York, Toronto: John Wiley & Sons, 1981.

B

ARTICLES & ESSAYS

Educational Sociology

Ahmad, Karuna Chanana. "From secondary to higher education: Focus on women." *Journal of Higher Education* (Delhi) 9(3), 1984, 349-62.

Bhandari, R. K. "Development of women's education." *New Frontiers in Education* 12(4) Oct.-Dec. 1982, 32-8.

Chatterjee, B. B. "Social costs of reservation in higher education: A decision theoretic view." *Journal of Higher Education* (Delhi) 9(1), 1983, 77-89.

Dhanagare, D. N. "Equality in the Indian University." *Minerva* 22(3-4) 1984, 388-403.

Kamat, A. R. "Education and social change: A conceptual framework." *Economic and Political Weekly* 17(31), 31st July 1982, 1237-44.

Kirpal Viney and others. "Scheduled caste and tribe students in higher education: A study of an IIT." *Economic and Political Weekly* 20(29), 20 July 1985, 1238-48.

Macia, J. "Faculty-administration relations." *New Frontiers in Education* 9(1), Jan.-March 1979, 12-26.

Mehrotra, R. C. "Industry-university interaction." *Journal of Higher Education* (Delhi) 8(1), 1982, 19-27.

Mukherji, Daleep. "The teacher and the society." *New Frontiers in Education*

9(1), Jan.-March, 1-11.

Prasad, L. M. "Educational policy for scheduled castes and scheduled tribes and its implementation." *Indian Journal of Public Administration* 32(4), 1986, 908-32.

Saberwal, Satish, "Education, inequality and industrialization." *Journal of Higher Education* (Delhi), 1(2), Autumn 1975, 189-97.

Sheth, D. L. "Reservations policy revisited." *Economic and Political Weekly* 22(46), 1987, 1957-82.

Suri, Surinder, "System of remedial education for underprivileged classes at university level." *New Frontiers in Education* 9(2), April-June 1979, 1-33.

Sinha, Arvind, K. "Dimensions of organizational climate: A case of university departments." *Indian Educational Review* 18(4), 1983, 1-13.

Thangaraj, M. A. "Teacher and his profession." *New Frontiers in Education* 9(1), Jan-March 1979, 31-8.

Ujagar Singh. "Relevance of university education to national aspirations." *Journal of Higher Education* (Delhi) 12(1-3)1987, 151-59.

Verstraeten, A. "Specific role of education as an instrument of social justice." *New Frontiers in Education* 5(4), November 1975, 47-60.

Virendra Singh. "The students bodies in the universities." *Journal of Higher Education* (Delhi) 8(2), Autumn 1982, 228-33.

Yadav, M. S. and others, "Integrating education with development in the community: Role of university teachers." *New Frontiers in Education* 14(2), 1984, 43-51.

Educational Planning

Adiseshiah, Malcolm S. "A tentative balance sheet of the new educational policy." *New Frontiers in Education* 16(3), 1986, 1-10.

Adiseshiah, Malcolm S. "Education reform perspective in India." *New Frontiers in Education* 17(3), 1987, 1-13.

Anand Sarup. "A retrospective view of formulating a New Education Policy." *New Frontiers in Education* 17(3), 1987, 14-24.

Greogorios, Paulos Mar. "Towards some clear and achievable goals for a national educational programme for India." *New Frontiers in Education* 16(3), 1986, 11-8.

Lakdawala, D. T. "New horizons in educational planning." *Educational Planning and Administration Bulletin* 1(1), April 1978, 9-19.

Malhotra, S. P. and Panda, S. K. "Systems approach to educational planning in higher education in India." *Quest in Education* 19(3), July 1982, 246-54.

Mathur, Gautam. "Active education for manpower development." *Manpower Journal* 15(2), July-Sept. 1979, 11-24.

Menon, I. C. "In the minds of men: Economic aspects of educational planning." *New Frontiers in Education* 8(3), July-Sept. 1978, 37-51.

_____. "In the minds of men: Political aspects of educational planning." *New Frontiers in Education* 8(2), April-June 1978, 66-81.

_____. "In the minds of men: Psychological foundations of educational planning." *New Frontiers in Education* 9(4), Oct-Dec 1979, 46-56.

_____. "In the minds of men: Social aspects of educational planning." *New Frontiers in Education* 8(4), Oct.-Dec. 1978, 75-90.

Nanjudappa, D. M. "Some critical issues in planning and management of higher education." *University News* 21(12) June 15, 1983, 371-77, 383.

Saraf, S. N. "Higher education and five year plans: Policies, plans and perspectives, I" *University News* 23(3), 16 January 1985, 2-5.

_____. "Higher education and five year plans: Policies, plans and Perspectives, II" *University News* 23(4), 23 January 1985, 2-6.

_____. "Higher education and five year plans: Policies, plans and perspectives, III" *University News* 23(5) 1 February 1985, 2-4.

Sharma, Radha R. "Rational utilisation of resources for educational development with emphasis on non-monetary inputs." *Educational Planning and Administration Bulletin* 4(3), October 1981, 40-55.

Tarlok Singh. "Five areas of concern in educational policy and planning." 50, 14 December 1987, 6-8 & 55.

Educational Administration

Aleem, Shamim. "New management system in Indian University Departments: A study of rotation system." *Indian Journal Public Administration* 32(4), 1986, 964-79.

Amrik Singh. "The dynamics of change." *Journal of Higher Education* (Delhi) 9(2), 1983, 197-206.

_____."The Indian University Grants Commission." *Higher Education* 13(5), 1984, 517-33.

_____."Higher Education is a white elephant". *Times of India*, 23 April 1989.

Asthana, R. S. "Teacher accountability: Meaning and implications". *Journal of Indian Education* 9(4), 1984, 1-6.

Baumgartel, Howard. "Evaluation of management development efforts in the university setting: Problems, programmes and research model." *New Frontiers in Education* 7(1), January-March 1977, 36-60.

Bhagia, N. M. and Juneja, N. "The role of the college principal." *Educational Planning & Administration Bulletin* 7(3-4), October 1984 - January 1985, 62-72.

Bhatnagar, P. S. "Rotation of headship in university academic departments: The Rajasthan experience." *University Administration* 5(1), January 1978, 57-8.

Bhattacharya, Swapan K. "Managerial issues in university administration: A case study." *ASCI Centre for Educational Policy and Management Bulletin,* July 1976, 46-59.

Brij Mohan and Shital Parkash. "Productivity improvement in educational administration: Some experiments." *Management in Govt.* 16(1), 1984, 39-57.

"Central Tribunal for universities." *University News* 25(12), 23 March 1987, 5-10.

Darji, D. R. and Sharma, D. K. "Decision-making and faculty participation." *Journal of Higher Education* (Delhi) 7(3), 1982, 266-72.

Desai, D. B. "Conducting staff meetings in colleges." *New Frontiers in Education* 13(3), July-Sept. 1983, 42-7.

Enaohwo, Okpako. "Relevance and problems of the systems theory in educational administration." *New Frontiers in Education* 15(1), 1985, 1-12.

Filella, J. "Institutional vitality." *New Frontiers in Education* 15(2), 1985, 34-51.

Gore, M. S. "Universities and the Government." *New Quest* (54), 1985, 337-51.

Kaushal, R. K. "Public relations in university management: Scope and limitations.' *University News* 25(24) 15 June 1987, 12.

Kiranmayi, Y. S. and others. "Management of universities in India." *Indian Journal of Public Administration* 32(4) 1986, 855-74.

Mathew, A. "The role of the University Grants Commission in framing the policy of higher education." *Journal of Higher Education* (Delhi) 9(2), 1983, 177-95.

Mathur, Kuldeep. "Leadership and organisational structure in a university." *Journal of Higher Education* (Delhi) 2(2), Autumn 1976, 233-42.

Natarajan, R. "Management of student activities in higher education." *Journal of Higher Education* (Delhi) 12(1-3), 1987, 57-68.

Omar Bin Sayeed and Varma, Ravi Kumar. "University system: Organisational context, structure and performance." *Journal of Higher Education* (Delhi) 5(3), Spring 1980, 409-15.

Padmanabhan, C. B. "An approach to financial management in education with special reference to colleges in India." *J. Hr. Edn.* (Delhi)(3) 1982, 295-7.

Rajagopal, M. V. "Role of a registrar.' *University News* 18(2), 15 Jan. 1980. 27-9.

Ram Reddy, G. "Management of research in universities." *University News* 18(19) 1 October 1980, 533-36, 538.

Rao, M. R. and Raju, V. B. "Management of a university department." *New Frontiers in Education* 6(2), April-June 1976, 19-31.

Sharma, Ramesh Chandra. "University autonomy: An analysis and proposal." *Education, Planning & Administration Bulletin*, 2(2) July 1979 49-61.

Shils, Edward. "Government and Universities. I, II, III." *New Quest* (25), Jan-Feb. 1981, 5-13; March-April 1981, 93-103; May-June 1981, 151-61.

Srivastava, R. C. "Faculty and student status in administration." *Higher Education* (Delhi) 4(2), Autumn 1978, 225-44.

Teachers & Teaching

Ananthakrishnan, M. V. "Place of laboratory work in science/engineering education." *Journal of Higher Education* 7(3), 1982, 243-51.

Avi, Itzhak, Tamar. "Teaching effectiveness as measured by student ratings and instructor self-evaluation." *Higher Education* 11(6), November 1982, 629-34.

Filella, J. "Methods of teaching: Ways of turning non-learners into learners." *New Frontiers in Education* 5(4), November 1975, 1-22.

Gaya, Tushar Kanta. "Systems approach to instructions: Steps to make instruction a more deterministic system." *Education Quarterly* 38(4), 1986,

17-23.

George, Mathew. "Academic staff orientation programme: A model." *University News* 25(50) 14 December 1987, 22-4.

Joshi, Sneha M. "Effective lecturing at the university level." *University News* 24(45), 1 December, 1986 3-6.

Mukhopadhyay, M. and others. "Development of teaching competence: An experiment on integration of skills." *Indian Educational Review.* 17(1), January 1982, 12-21.

Rami Reddy, A. Venkata. 'Do students achieve better in regional medium than in English medium?" *Indian Educational Review* 19(2), 1984, 79-90.

Rutherford, Desmond. "Developing university teaching: A strategy for revitalisation." *Higher Education* 11(2), March 1982, 177-91.

Shirur, Rajani R. "Teaching-learning in higher education: MBO style." *Journal of Higher Education* 7(3), 1982, 302-06.

Tarang, J. S. "Developing instructional strategies." *Indian Educational Review* 17(1), January 1982, 28-42.

Yadav, M. S. "Learning through seminars: An experience." *Indian Educational Review* 14(3), July 1979, 44-53.

Curriculum

Ediger, Marlow. "Criteria in the higher education curriculum." *New Frontiers in Education* 14(4), 1984, 34-39.

Hopper, W. A. F. "Modules and modular courses of study." *New Frontiers in Education* 13(1), January-March 1983, 53-57.

Jarial, Gurpal Singh. "Instructional materials for developing creativity in students." *Indian Educational Review* 19(2), 1984, 51.5.

Malla Reddy M. and Ravishankar, S. "Systems approach to curriculum improvements." *Indian Education* 11 (1-2) April-May 1981, 84-88.

Pritam Singh. "Evaluating a curriculum: the quality control approach." *Journal of Indian Education* 12(1), 1986, 9-15.

Upasani, N. K. "Curriculum reform in higher education." *Quest in Education* 19(2) April 1982, 137-45.

Autonomous Colleges

Albert, D. College autonomy: An appraisal. *New Frontiers in Education* 12(4),

Oct-Dec. 1987, 49-52.

Augustine, Mithra. Working of autonomy at the Madras Christian College: An appraisal. *Higher Education Today* (20), Feb. 1983, 27-8.

India. University Grants Commission. Revised guidelines on the scheme of autonomous colleges. New Delhi, 1986, 90p.

Naik, J. A. Do our universities deserve autonomy? *Illustrated Weekly of India* 99(4), 22 Jan. 1978, 28-29.

Raman, A. and Casimir Raj, N. The atuonomous Loyola College: An analysis of its administrative structure. *New Frontiers in Education* 17(3), 1987, 70-78.

Reisz, R. P. and Venkitaraman, A. R. Implementation of college autonomy. *New Frontiers in Education* 10(1), 1980, 28-39.

Report of the Expert Committee on autonomous colleges. *New Frontiers in Education,* 17(2), 1987, 68-99.

Swamy, C. K. Implementation of autonomy at St. Joseph's College. *New Frontiers in Education* 12(2), Apr.-June 1982, 61-67.

Thangaraj, M. A. Case for college autonomy. *Higher Education Today* (20), Feb. 1983, 4-10.

Thangaraj, M. A. Preparing a college for autonomy. *New Frontiers in Education* 10(2), Apr.-June 1980, 34-43.

Theory and practice of college autonomy: Report of a seminar on autonomous colleges, Trivandrum. 1983. *Higher Education Today* (20), Feb. 1983, 17-22.

Venkitaraman, A. R. A plea for college autonomy in the light of experience in Tamil Nadu. *Higher Education Today* (20), Feb. 83, 11-16.

Venkitaraman, A. R. Four years of autonomy at American College. *New Frontiers in Education* 12(2), Apr.-June 1982, 47-51.

Wycliffe, Nirmala. Autonomy at Lady Doak College. *New Frontiers in Education* 12(2), Apr.-June 1982, 55-60.

Other Material

Aggarwal, J. C. *Adult Education in India: Global View.* Delhi: Doaba House, 1989.

Ansari, N. A. *Adult Education in India.* New Delhi: S. Chand, 1984.

Bhatia, S. C. *Development Oriented Adult Education.* New Delhi: Indian University Association for Continuing Education, 1986.

Bhatia, S. C. *Environmental Consciousness and Adult Education.* Delhi: University of Delhi, 1983.

Bhatia, S. C. & Patil, B. R. *Research in Adult Education - Proceedings of National seminar, 1982.* New Delhi: Indian Adult Education Association, 1982.

Bordia, A. *Adult Education in India.* New Delhi: Indian Adult Education Association, 1973.

Bhansali, K. H. *Signposts for a Learning Society.* Nasik: Gokhale Education Society, 1984.

Chandra, A. & Shah, A. *Non-formal Education for All.* New Delhi: Sterling Publishers, 1987.

Date, S. *Technical Education of Women: An Assessment.* Bombay: SNDT Women's University's Research Centre for Women's Studies, 1985.

Deshmukh, L. *Women and Continuing Education Programme of SNDT Women's University.* Bombay: SNDT Women's University's Research Centre for Women's Studies, 1981.

Encyclopaedia of Social Work in India, Vols. two and four. New Delhi: Ministry of Welfare, Government of India, Directorate of Publication Division, 1987.

Faure, E. *Learning To Be: The World of Today and Tomorrow.* Paris: UNESCO, 1972.

Illich, I-D. *Deschooling Society.* New York: Harper & Row, 1973.

India, Ministry of Human Resources Development, Department of Education. *National Literacy Mission.* New Delhi, 1987.

Jayagopal. R. *Adult Learning a Psycho-social Analysis in the Indian Context.* Madras: Department of Adult and Continuing Education, University of Madras, 1981.

Kundu, C. L. *Adult Education: Principles and Practice.* New Delhi: Sterling, 1986.

Mali, M. G. *Education of Masses in India.* New Delhi: Mittal Publications, 1989.

Ministry of Human Resource Development. *Annual Report 1986-87:* Part I: Department of Education, Government of India, 1987.

Naik, J. P. *Some Perspectives of Non-formal Education.* New Delhi: Allied Pub-

lishers, 1977.

Nimbalkar, M. R. *Adult Education and Its Evaluation System.* New Delhi: Mittal Publications, 1987.

Nayar, D. P. *Towards a National System of Education.* New Delhi: Mittal Publications, 1990.

Reddy, V. I. *Generative Sources of Disadvantage: The Role of Adult Education.* Hyderabad: State Resource Centre, 1985.

Lifelong Learning Operational Concepts. Hyderabad: Osmania University, 1983.

Sharma, I. P. *Adult Education in India.* New Delhi: N.B.O. Publishers, 1985.

Shukla, P. D. *Lifelong Education.* New Delhi: Orient Longmans, 1971.

Singh, R. P. *Non-formal Education: An Alternative Approach.* New Delhi: Sterling Publishers, 1987.

Trivedi, J. H. *New Directions in Higher Education.* Bombay: SNDT Women's University, 1986.

UNESCO. *The development of Adult Education Aspects and trends: Report of Fourth international Conference on Adult Education.* Paris: UNESCO, 1985.

University Grants Commission. *University System and Extension as the Third dimension.* New Delhi: UGC, 1987.

University Grants Commission. *Report: 1985-86.* New Delhi: UGC.

University Grants Commission. *Guidelines on Adult, Continuing and Extension Education.* New Delhi: UGC, 1982.

Index

Dr. Atma Ram (b. 1937) M. A., Ph. D. has taught English and guided research at M. Phil. and Ph. D. level in English in Himachal Pradesh University, Shimla and Colleges in Himachal Pradesh. Formerly Principal (and Chairman, Postgraduate Department of English), Govt. College Dharamsala (H. P.), he is currently serving as Joint Director of Education (Colleges), Himachal Pradesh. He visited the USA and Britain in 1981 as a Fulbright Fellow, delivered lectures and made on-the-spot study of various aspects of higher education, faculty improvement programmes, educational administration, and so on.

Besides sixteen outstanding books, Dr. Atma Ram has to his credit over 100 research papers and articles on English literature and higher education published in Journals of repute in India and abroad. Recipient of the Order of People's National Award (1984), Distinguished Leadership Award, 1986 (USA), and Himachal Sahitya Akademy Award (1983) for his creative work in Pahari "Chungan te Tholu", Dr. Atma Ram figures in *Encyclopaedia of World's Literature*, *Men of Achievement* (*Cambridge*) *Biography International*, and *Reference Asia*. He directed over half a dozen national and regional seminars, participated in a dozen National and International Literary Conferences/Seminars, and presented papers.